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# Implementation of a Quality Initiative in Higher Education - Peer Observation of Teaching

Zena EH Moore

*Royal College of Surgeons in Ireland, [zmoore@rcsi.ie](mailto:zmoore@rcsi.ie)*

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# Implementation of a Quality Initiative in Higher Education - Peer Observation of Teaching

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Module 8: Dissertation

MSc in Leadership in Health Professionals Education 2011/2013

Implementation of a Quality Initiative in Higher Education

Peer Observation of Teaching

A dissertation submitted in part fulfilment of the degree of

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Facilitator: Mr Liam Duffy



### **Ireland**

RCSI Reservoir House,  
Ballymoss Road,  
Sandyford,  
Dublin 18,  
Ireland.

### **Bahrain**

PO Box 15503,  
Building No. 2441,  
Road 2835,  
Busaiteen 436,  
Kingdom of Bahrain.

### **Dubai**

4th Floor A/P25,  
Dubai Healthcare City,  
Dubai,  
PO Box 505095,  
United Arab Emirates

## **Declaration Form**

### **Declaration:**

“I hereby certify that this material, which I now submit for assessment for Dissertation Module on the MSc in Leadership in Health Professionals Education is entirely my own work and has not been submitted as an exercise for assessment at this or any other University.”

**Student's Signature(s):**

**Date:**

20<sup>th</sup> May 2013

**Student's Number (s):** XXXXXX

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## **Abstract**

The change chosen for this project was the introduction of a pilot of peer observation of teaching. This was a joint project between the writer and a colleague. The rationale for choosing this project was the drive for enhanced quality assurance in teaching and learning within the writer's organisation. The ultimate aim of this drive is that teaching and learning should be provided to the highest standards, and these standards should be continuously evaluated. Peer observation of teaching is one method of such evaluation; however developments were in an embryonic phase. Kotter's change model and the CIPP evaluation model provided guidance throughout the project. A survey was sent to 66 undergraduate teaching staff to elicit perceptions of peer observation of teaching. Education was then provided to staff volunteers, following which they undertook one peer observation of teaching session, 5 staff acted as observers and 5 acted as observees. Focus group interviews were then held with the volunteers (n=7). Results from both the survey and focus groups were in congruence with each other and also with the literature, staff welcome the implementation of peer observations of teaching, favour a formative, developmental model, and suggest a structured observation tool with possibility for open ended comments. Staff had no previous training in giving or receiving feedback, or in use of formal reflection methods. The evaluation of the project provided the writer with guidance for the development of a model for the full roll out of peer observation within the organisation.

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# **Section 1: Introduction to the Dissertation**

## **1.1 Introduction**

The process of ensuring that change will occur is fraught with challenges, thus, from the outset, consideration of the best approach to take is essential (Kotter 2007). This chapter provides an overview of the nature of the change project undertaken by the writer. Following this, the writer provides a rationale for the project, a discussion of the context within where the change took place and an elaboration of the aim and objectives of the project. The chapter ends with a conclusion, synthesising the discussions provided.

## **1.2 Nature of the change**

The change initiative was the implementation and evaluation of a quality initiative in higher education, namely peer observation of teaching (POT). At the outset it is important to outline that this project was undertaken jointly, with a colleague and fellow student. Both parties actively engaged in all steps of the change, equally and together, however, for ease the “writer” is referred to within this thesis. The reader can be reassured that the information contained within this thesis reflects the writers own perceptions of the project.

There were a number of key components to this change project; firstly a detailed literature review was conducted with the assistance of the librarian, to ensure that all relevant publications were accessed. This was followed by the conduct of a staff survey to establish academic staff perceptions of peer observation of teaching. The next step was to provide a training programme for those participating POT. Once the training was complete, the trainees engaged in one POT session. Finally, to elicit the trainees’ experiences of POT, focus group interviews were undertaken. Kotter’s model of change (Kotter 2007) and the CIPP model of evaluation (Stufflebeam & Shinkfield 2007) were used throughout. The goal of the change

project was to actively contribute to the college strategic plan, where excellence in education is a central pillar.

### **1.3 Rationale for carrying out the project**

Hénard (2010) suggests that due to a number of diverse drivers, such as public expectation, economic competitiveness and the strive for enhanced quality within institutions, evaluation of teaching is increasingly seen as central to individual and organisation growth and development. Despite this, formal assessment of teaching is not common, probably due to the inherent challenges in achieving objective assessment methods (Hénard 2010). Nonetheless, the ultimate aim of peer observation of teaching is to enhance student outcomes, to create a quality working environment and to increase staff development (Cabrera *et al.* 2001). Thus, with the increasing strive for quality assurance within higher education, combined with a greater attention by external reviewers on the quality of teaching peer observation of teaching has become increasingly popular (McMahon *et al.* 2007).

From an Irish perspective The Hunt report (Department of Education and Skills 2011), clearly articulates the intrinsic relationship between higher education and the wider society. Implicit in this relationship is the requirement for higher education to be responsive to the ever changing needs of society (Gosling 2005). The Hunt report, notes that in order for students to achieve their potential they need to be exposed to the highest standards of teaching and learning, within an environment conducive to the attainment of academic goals (Department of Education and Skills 2011). Thus the quality of teaching offered by the higher education institutions is fundamental to achieving this goal (Hendry & Oliver 2012).

Lomas and Nicholls (2005) suggest that teachers often shy away from POT, seeing it as an autocratic move on the part of management, thereby failing to accept their own responsibilities in this regard. However, the provision of a quality learning environment for students is of concern for education providers, not only in terms of quality assurance mechanisms, but also to ensure competitiveness, to generate funding for educational research and to strive towards excellence, which is nationally and internationally recognised (Cheung & Tsui 2010).

The Universities Act (Government of Ireland 1997), states that the objectives of a university are to promote the highest standards in teaching and research. In addition, the Qualifications (Education and Training) Act (Government of Ireland 1999) stipulates the importance of evaluating the quality of programmes of education and training, through establishment of procedures for quality assurance (Government of Ireland 1999). Thus, it is evident that there are internal and external influences governing quality assurance mechanisms within higher education (Keogh *et al.* 2009). Inherent in this is that teaching and learning should be provided to the highest standards, and these standards should be continuously evaluated (Cheung & Tsui 2010).

Within the writers' organisation, there are active developments aimed at responding to these quality demands and POT is one such development. However, as yet, the process is in its embryonic stage and this provides an ideal opportunity for the writer to actively engage in this change initiative. It is with this background that the writer chose to use the concept of POT as the basis for the change project.

## **1.4 Context of the change**

The writer is currently employed as a lecturer in a large education provider, an independent not-for-profit, health sciences institution with a wide portfolio of undergraduate and postgraduate academic and professional courses. Indeed, the college offers more than 60 undergraduate and postgraduate qualifications, mapped to the National Framework of Qualifications (NFQ), in Medicine, Pharmacy, Physiotherapy, Nursing and Healthcare Management and embraces 3,909 students among 859 staff members.

The management team recognise that in order to remain competitive in providing internationally recognised qualifications and careers, there is a requirement to continuously invest in educational standards. Indeed, excellence in education is one of the goals of the strategic plan 2013-2017. A key component of this goal is the establishment of formalised mechanisms for enhancing the quality of teaching through POT. The writer, in discussion with management, identified that a pilot of the process would provide valuable insights into the strengths and limitations of this review method. Therefore, one of the aims of this project was to provide clear recommendations arising from the change initiative, which, in turn, would contribute to the management teams' drive towards sustained implementation of POT. Thus, this is the context in which this change was placed.

## **1.5 Aim and objectives**

### *1.5.1 Aim*

The aim of this project was to implement and evaluate a quality improvement initiative - peer observation of teaching - within a higher education setting.



### *1.5.2 Objectives*

The objectives of this project were to:

- Summarise the literature pertaining to:
  - The methods of POT
  - The enablers and inhibitors of POT
  - The evidence base pertaining to POT
- Provide a training programme for participants in POT
- Implement a pilot of POT
- Establish academic staff perceptions of POT
- Evaluate the impact of the project, through capturing the experience of both the reviewer and the reviewed
- Make recommendations for practice

## **1.6 Conclusion**

Providing evidence to internal and external stakeholders is important for education providers so that they may demonstrate commitment to quality assurance. Furthermore, to create an environment of personal and professional development, understanding where strengths and limitations exist is necessary before planning for interventions can take place. POT is one method where quality of teaching and learning may be evaluated. POT is widely alluded to within the literature and is well integrated within many education facilities nationally and internationally. Within the writer's organisation, POT is envisioned as one component for enhancing the quality of teaching. As yet active implementation has not occurred, and the writer seized this opportunity to contribute to its development within the college. Thus POT was the focus for this change initiative, using Kotter's model of change and the CIPP model of evaluation.

## **Section 2: Literature Review**

## **2.1 Introduction**

POT is a method of quality evaluation that may be either formative or summative (McMahon *et al.* 2007). Formative methods are concerned with staff development initiatives, whereas summative methods are most closely aligned with performance appraisal, and external quality assurance systems (McMahon *et al.* 2007). This chapter provides a discussion of POT, based on a detailed review of the literature. The overarching aim of this review was to critically appraise the role of POT, outlining its strengths and limitations, ultimately questioning whether it makes any difference to the quality of teaching within the institutions actively engaged in the process.

### *2.1.1 Search strategy*

For this literature review, the following databases were searched, PubMed, CINAHL and ERIC. The following search strategy was engaged as listed or modified slightly depending on the search engine ("Peer Review"[Mesh] OR ("peer observation"[All Fields] OR "peer evaluation"[All Fields] OR "peer assessment"[All Fields])) AND ("teaching"[All Fields] OR "teaching"[MeSH Terms]) AND ("2008/04/24"[PDat] : "2013/04/22"[PDat] AND English[lang]). This yielded 116 hits on PubMed, 105 hits on CINAHL and 325 on ERIC. Titles were read and articles selected based on original research and relevance, further key author papers noted through the literature search were also selected. Finally 33 articles were included in the review.

## **2.2 Peer observation of teaching**

Before embarking on a discourse surrounding the concept of POT, it is first important to clearly understand what is mean by the individual words “peer”, “observation” and

“teaching”. Once these terms are understood, a richer understanding of the concept of POT will be facilitated.

Gosling (2005) suggests that the term “peer” can mean different things to different people, with the issue of equality central to the use of the word. What this means is that the peer could be a colleague from the same or a different department within the organisation. However, when an issue of power emerges within the peer observation process, then the concept of equality is challenged (Gosling 2005). Most of the literature refers to the peer as a colleague, with the focus being on formative evaluation, where mutual respect and understanding underpin the process (Bell 2001, Brown & Ward-Griffin 1994, Gosling 2005, Hammersley-Fletcher & Orsmond 2004, McMahon *et al.* 2007, Murphy Tighe & Bradshaw 2012, Weller 2009).

Gosling (2005) suggests that within POT, the word “observation” is often considered innocuous, however, despite this has challenges. Indeed, by virtue of its position at the heart of the process of POT, one assumes that everything pertaining to teaching is observable (Gosling 2005). Mc Mahon *et al.* (2007) question whether the mere observation of teaching is a true measure of its quality, because so many confounding variables influence the process. Furthermore, these variables are not always observable (Hammersley-Fletcher & Orsmond 2004). At its essence, Gosling (2005) argues that the experience and skills of the observer influences their ability to perform POT consistently. Indeed, the general consensus is that training is essential (Gosling 2009, Kohut *et al.* 2007, Lomas & Kinchin 2006, Lomas & Nicholls 2005, Yon *et al.* 2002). Furthermore, although there is room for qualitative feedback, observation should follow a structured format to enhance its reliability and validity (Brown & Ward-Griffin 1994, Yon *et al.* 2002). Finally, trustworthiness is influenced by who

is observing, what they are observing, when the observation occurs and what activity is being observed (Yon *et al.* 2002).

The idea that the individual being observed should have the right to choose what aspect of teaching is observed is reiterated time and again (Bell & Mladenovic 2008, Brown & Ward-Griffin 1994, Iqbal 2013, Kohut *et al.* 2007, Lomas & Kinchin 2006, McMahon *et al.* 2007, Murphy Tighe & Bradshaw 2012). However, despite this consensus, Gosling (2005) suggests that more often only formal teaching sessions are chosen, as these are considered relatively easy to manage, (Gosling 2005). Yon *et al.* (2002) warn that even though classroom observation is widely used, it often lacks validity. Thus, it is possible that bias can enter the POT process, as the observer may choose only aspects of teaching they are comfortable with or those they consider worth observing (Iqbal 2013). Teaching involves far more than just the interactions that occurs within the classroom setting, indeed, support, mentoring, assessment and feedback are all central tenets of the teaching process (Drew 2001). Therefore, all aspects of the students learning opportunities should be included, not just those that occur within the confines of the formal classroom setting (Gosling 2005).

POT is defined as

*A collaborative and reciprocal process whereby one peer observes another's teaching (actual or virtual) and provides supportive and constructive feedback* (Lublin 2002:5).

The concept of POT arose in the United States in the 1960's, mainly as a means by which educational organisations could evaluate teaching from the perspective of internal and external quality assurance mechanisms (McMahon *et al.* 2007). Further, this method of POT, was also used as a means by which teachers were assessed for on-going tenure and suitability for promotion (McMahon *et al.* 2007). This style has remained the main focus of POT within the United States (Iqbal 2013); however, as the concept spread across Australia and the

United Kingdom, inclusion of a formative aspect to POT emerged (McMahon *et al.* 2007). Here, the emphasis was placed on the additional contribution of POT's to personal and professional growth of the individuals involved (McMahon *et al.* 2007). This aspect is seen as key to the potential for enhanced participation in POT strategies (Bell & Mladenovic 2008). From an Irish perspective, POT began in early 2000 and is slowly beginning to be seen as important from both a summative and formative point of view (Murphy Tighe & Bradshaw 2012).

POT may occur both informally and formally (Newman *et al.* 2012). When an informal approach is taken, academic colleagues may observe a single teaching session for a fellow colleague, following which, feedback and discussion on the observed teaching session is given (Newman *et al.* 2012). In a formal approach, a similar activity takes place; however, it occurs within the domain of a structured faculty system of POT (Newman *et al.* 2012). Usually, there is a pre meeting, where both the observee and observer agree what is to be observed and how the observed session will be evaluated (Newman *et al.* 2012). This is followed by the actual observation of the agreed teaching session (Newman *et al.* 2012). Finally the observer provides feedback to the observee (Newman *et al.* 2012). Reflection is a central tenet of the POT process as it is through this reflection that both parties may identify opportunities for further growth and development (Hammersley-Fletcher & Orsmond 2005).

### **2.3 Use of peer observation of teaching**

POT is linked to and enhanced teaching and learning through reflection, critical thinking and discussion (Hammersley-Fletcher & Orsmond 2005). Furthermore, POT is also seen as a means by which competency may be demonstrated (McCarrick 2011). Use of POT, therefore,

seems reasonable if one is concerned with increasing the understanding of whether teaching and learning within the institution is fit for purpose (Hammersley-Fletcher & Orsmond 2004).

At its essence POT serves two purposes, to enhance teaching and learning and as a management tool to ensure that quality standards are met (Stylianios Hatzipanagos & Lygo-Baker 2006). There is an underlying assumption here that active possibilities for improvements will be available (Lomas & Nicholls 2005). However, in the absence of visible training opportunities it can be questioned whether it contributes to development or whether it is just an instrument used by management to judge quality (Lomas & Nicholls 2005). This perception seriously affects active participation in the process (Norbury 2001). Therefore, use of POT should be grounded in practice, have a clear rationale and purpose and reflect mainly a formative ethos (Kell & Annetts 2009).

## **2.4 Models of peer observation of teaching**

Throughout the literature the 3 models of POT of Gosling (2002), are regularly referred to (Byrne *et al.* 2010, Hammersley-Fletcher & Orsmond 2004, Lomas & Nicholls 2005, McMahon *et al.* 2007). These models are evaluative, developmental and peer review (Gosling 2002). Further, these models differ mainly based on the underlying assumptions governing their use, be this professional development, educational attainment, qualification in teaching, quality assurance or promotional purposes (Hammersley-Fletcher & Orsmond 2004).

### **2.4.1 The evaluative model**

The evaluative model is closely aligned to a management tool, where an individual's performance is assessed, for example, with the intention of determining promotional

opportunities, (Gosling 2002). The model is known as a summative approach, with those assessed having little control over what is assessed, by whom and what changes may occur as a result of the POT (McMahon *et al.* 2007). Thus, the evaluative model is seen as autocratic in nature, yielding concerns from staff pertaining to its value for growth and development (McMahon *et al.* 2007).

Throughout the literature fears expressed pertaining to the evaluative model of POT relate to, power, choice and its overall purpose (Brown & Ward-Griffin 1994, McMahon *et al.* 2007, Norbury 2001). These issues are of importance as they have the potential to influence an individual's willingness to engage in POT. It is evident that the mistrust of the evaluative model is of significance, yet it is interesting to note that this model of POT has continued to be used within the United States, whereas throughout the Australian and European perspective, it has been shied away from (McMahon *et al.* 2007). However, most of the literature notes that a formative approach is favoured by staff (Bell & Mladenovic 2008, Byrne *et al.* 2010, Gosling 2009, Hammersley-Fletcher & Orsmond 2004, Iqbal 2013, Lomas & Kinchin 2006, Lomas & Nicholls 2005, Peel 2005, Shortland 2004).

#### *2.4.2 The developmental model*

The developmental model of POT is often concerned with assessing an individual competency in teaching (Gosling 2002). In this way it is commonly used in programmes of teacher training, however may also be employed when more senior members of staff assess junior members but with the same goal of competency assessment in mind (Gosling 2002). Inherent in the use of the word “developmental” is that there should be some formative element within the model (Hammersley-Fletcher & Orsmond 2004), though this can be challenged if assessment is associated with summative evaluation, as used within training



programmes (Iqbal 2013). Here the issues of power and choice are of concern, for example, if it is used as a teacher training competency assessment, the individual will have no choice whether to engage or not (Norbury 2001). However, Gosling (2005) argues that power only becomes an issue if it serves to bias the observation. Bias is defined as a consistent deviation from the truth (Higgins & Altman 2008) and is a potential concern in all models of POT. A means by which this may be overcome is to ensure that a developmental opportunity for the individual is made available with possibility for re-evaluation and demonstration of on-going competency attainment (Yon *et al.* 2002). Indeed, Shortland (2004) provides excellent discourse of a case study, exploring the impact of staff involvement in POT. Whereas little formal development opportunities were provided by management, staff themselves developed and pursued their own shared agenda of professional development (Shortland 2004). This demonstrates that ownership of actions arising from the POT can be shared by those involved, thus ensuring the formative aspect of the process remains at the forefront.

#### *2.4.3 The peer review model*

The peer review model involves teaching colleagues observing each other, with reflection and critical discussions acting as the key means by which potential developmental needs are identified (Gosling 2002). This model of POT known as a formative approach, and is clearly the favoured approach within the literature (Bell & Mladenovic 2008, Brown & Ward-Griffin 1994, Hammersley-Fletcher & Orsmond 2004, 2005, Hendry & Oliver 2012, Iqbal 2013, Lomas & Kinchin 2006, Lomas & Nicholls 2005, Murphy Tighe & Bradshaw 2012, Stylianios Hatzipanagos & Lygo-Baker 2006, Yon *et al.* 2002). Here equality is central, with mutual trust and respect underlying the approach (Kell & Annetts 2009). Yorke (2001) argues that formative assessment is a richer method of assessment. This is because it involves dialogue and attempts at developing a mutual understanding between those involved (Yorke

2001). However, Yorke (2001) warns that as it is a more subjective method of assessment, skills in undertaking it are needed. Indeed, a lack of clear understanding and competence are considered to be important factors impacting on its quality and effectiveness (Savickiene 2011, Stull *et al.* 2011).

Establishment of an environment of trust and mutual respect is central to ensuring that everyone feels relaxed, failure to do this can leave the method open to challenge, impacting on the reliability and quality of the POT process (Lauf & Dole 2010). McMahon and colleagues (2007), point out that POT does not necessarily imply equality between observed and observee, yet it can only be really successful when the peers are regarded as being truly equal. Where there is equality, the person being observed is in control of what happens before, during and after the POT and reflection is placed at the centre of the model (McMahon *et al.* 2007).

At its essence, the arguments presented here relate to who initiates the observation, be this management (for quality assurance), or individual teachers (for competency development), it also relates the nature and purpose of the observation process, be this formative or summative. Further, it relates to what changes are made as a result of undergoing the process of POT. Thus it seems reasonable to conclude that there may be a number of different models in practice simultaneously. However, in order to have success, the models employed need to be grounded in practice, clearly understood by those involved and reflective of the overall ethos of the organisation (Kell & Annetts 2009).

## **2.5 Challenges to use of peer observation of teaching**

Lomas & Nicholls (2005) suggests there are inherent challenges in achieving POT due to resistance and distrust of the system (Shortland 2004). Yet, it is important to gain insight into ones teaching in order to be sure that the goals of such teaching are being met. For POT to be successful it demands a level of trust among staff and a genuine desire to develop both on a personal and departmental level (Hénard 2010). Furthermore, it needs to be well organised, and conducted in a safe, non-threatening manner (Fernandez & Yu 2007). Additionally, support mechanisms in areas of development needed should be in place to ensure that the assessment process is not seen as a fruitless activity (Martsolf *et al.* 1999).

At the essence, good self-awareness is needed in order that the both parties can readily recognise embrace the POT process (Vilkinas 2002). In addition, effective communication is central to success and time spent establishing mutual goals and expectations will yield significant outcomes (Gill & Burnard 2008). Thus, reflection by all involved is central as this is the means by how one increases self-knowledge, identifying areas of strengths and limitations and opportunities for growth and development. However, despite its importance many individuals do not really understand the concept of reflection (Hammersley-Fletcher & Orsmond 2005) and as such it is not something that people willingly engage in (Gustafsson & Fagerberg 2004, Osterman & Kottkamp 1993). It is evident that in POT this can be challenging as there has to be a willingness on the part of the individual to be open to constructive criticism, and conversely, an ability of the observer to provide feedback in a way that is meaningful and non-threatening (Osterman & Kottkamp 1993).

## **2.6 Impact of peer observation of teaching**

An important question to ask is whether engagement in POT makes any difference to the actual quality of teaching provided (McMahon *et al.* 2007). At the outset, it seems logical that if the purpose of POT is to make an evaluation of teaching quality, then there is a requirement to define what is meant by quality teaching (Gosling 2002). In the absence of this, it is likely that assessments will be so subjective in nature that they may yield unreliable information.

Indeed, as the process involves measurement, as such the methods employed need to demonstrate reliability and validity (Green & South 2006). However, observation tools employed have not been subject to rigorous testing for reliability and validity, yet are widely used in the practice of POT (Yon *et al.* 2002). This is of importance, particularly if the results of the POT are used for bench marking or summative evaluation.

It is evident from the literature that the impact of POT has been mainly explored from a qualitative perspective (Atkinson & Bolt 2010, Bell & Mladenovic 2008, Bell 2001, Bell & Cooper 2013, Carroll & O' Loughlin 2013, Costello *et al.* 2001, Hammersley-Fletcher & Orsmond 2004, 2005, Hendry & Oliver 2012, Iqbal 2013, Kohut *et al.* 2007, Lomas & Nicholls 2005, Norbury 2001, Shortland 2004, Stylianos Hatzipanagos & Lygo-Baker 2006, Yon *et al.* 2002). Indeed, the focus of the studies reviewed was primarily to explore how staff felt about POT and to identify what the strengths and limitations of the process were. This is an important limitation of the evidence base, because the studies have mainly explored only one component of the impact of POT and the actual difference it makes to teaching has not been fully explored. Despite this, the overwhelming staff perceptions are that the process is valuable; it enhances confidence in teaching, but needs to be conducted in a reflective, supportive environment.

It is not the intention of the writer to be critical of qualitative methods, conversely, the writer appreciates that such methods are fundamentally important to establish understanding of the subject from the perspective of those involved (Creswell 2008). Further, because individuals' perceptions are important precursors of their behaviours, it makes sense that understanding of these perceptions should be gained (Prochaska & Di Clemente 1984). Indeed, if POT embraces a developmental ethos, the reports of individual development arising from being involved in the process are important (McMahon *et al.* 2007). However, despite this, the reality of POT is that it serves many purposes, where internal and external quality review mechanisms are intrinsically linked with the process (Kell & Annetts 2009). In these cases the question being asked is whether a particular institution provides quality teaching to its students (Gosling 2002). It is clear here that the research method employed, should match the question being asked, thus a combination of approaches is recommended (Creswell 2008). These should include both qualitative and quantitative methods, including assessment of other variables, such as student attainment, competency and employment opportunities for students arising from their programme of study (McMahon *et al.* 2007). These markers provide some indication of whether the students are fit for purpose, and teaching is central to this whole process (Hénard 2010). Thus, the writer contends that the question of whether POT makes a difference to teaching quality has yet to be fully answered. This may be due the inherent difficulty in applying reliable and valid measures of quality, in a subject area which is largely interactive and dependant on variables of which many are extraneous, thus impossible to control for in a research project (Higgins & Altman 2008).

## **2.7 Conclusion**

This chapter has provided a critical discussion of the key issues surrounding the use of POT. It is evident from the literature reviewed that POT is widely employed within education arising, in the first instance, as a quality assessment mechanism, however, over time emerging also into a staff developmental model. There is consensus in the literature that to be successful, the formative nature needs to be at the fore front, as this aspect is the most valued by staff. Reflection is central, thus creating an environment of mutual trust and respect is important to enable individuals actively engage in the process and to feel comfortable giving and receiving feedback. In order that there is clarity and consistency in approach, many favour a structured approach to the observations; however, this should be combined with less formal feedback and follow up opportunities. POT has mainly been evaluated from a qualitative perspective and the literature provides overwhelming support for POT among participants, however, a limitation of the evidence base is that its impact on actual teaching quality has not been systematically evaluated. Despite this, it seems that POT is an important component of quality assurance mechanisms and as such is widely engaged in within education settings.

## **Section 3: Change Process**

### **3.1 Introduction**

Some argue that change is inevitable; conversely others suggest that merely doing something differently is not change, because the essence of change is improvement (Shanley 2007). This chapter provides an overview of the change project undertaken by the writer. The chapter provides a discussion around the concept of change, the different types of change models and the rationale for the choice of change model employed by the writer. An elaboration of the change project using Kotter's model of change is provided, the chapter then ends with a conclusion, drawing together the key issues raised within the chapter.

### **3.2 The concept of change**

Ellen Glasgow (1873 – 1945), an American novelist who portrayed the changing world of the contemporary south) once wrote that “*all change is not growth, as all movement is not forward*” (Goodman 1998:5). What Glasgow is saying here is that change in itself is not of value without a clear direction and rationale for that change. Thus, to say that change is inevitable, may be true itself, however, whether change is always meaningful may be questioned (Shanley 2007).

Though the word change is used widely within the literature, it is not always well understood (Shanley 2007). Change is not about changing for the sake of being seen to be involved in change (Price 2009b); rather it is about growth and development, with the focus on striving to reach its overall strategic goals (Pfeffer 1994). Thus, it encompasses a complete process, where a clear rationale and vision, intertwined with on-going staff support are fundamental to success (Kotter 1996a). It is here that the models of change are useful, as they facilitate an in-depth analysis of all components pertinent to the process.



### **3.3 Change models**

There are difference theories underpinning the change models and this makes it challenging to compare and contrast them as they are derived from difference philosophical stand points (Burnes 2004a). Thus, it is argued that we should not be seeking the “holy grail” of change model, thinking that one will fit all situations (Burnes 2004a), rather we should try to understand the type of change that is required as this will facilitate selection of the most appropriate model to fit the situation at hand (Shanley 2007).

Within the literature a variety of different approaches to change are alluded to, for example, planned approaches such as in Lewin’s model and the HSE model (Burnes 2004b, Health Service Executive 2009), emergent approaches (Pettigrew 1990), prescriptive approaches (Kotter 1996b), social cognitive theory approaches (Bandura 1988), behavioural approaches (Ajzen 1991, Ajzen & Madden 1986, Prochaska & Di Clemente 1984), and bottom up, or top down approaches (Shanley 2007).

Planned approaches have been critiqued for being too linear, whereas the reality is that change is cyclical, with individuals moving backwards and forwards along the change continuum, until the change is fully embedded in the organisation (Demers 2007).

Prescriptive models have also been critiqued, as they do not allow for individual interpretation of the steps required for achieving change, further, they are also considered too linear (Kritsonis 2005). A top down approach leans heavily on the concept of power, which can be demoralising for employees, conversely, a bottom up approach is heavily dependent on employee self-efficacy, and tends to be time dependent and often protracted (Shanley 2007). The social cognitive and behavioural approaches provide good insight into employees’ perceptions and behavioural beliefs pertaining to change, however, have not been widely

applied to change within mainstream industry (Southey 2011). Table 1 outlines some of the key features of these models.

**Table 1: Characteristics of Some Models of Change**

<b>Author</b>	<b>Model</b>	<b>Linear or Cyclical</b>	<b>Prescriptive</b>
<b>Lewin<sup>1</sup></b>	<b>Planned Approach:</b> Unfreezing. Movement, Refreezing	Linear	No
<b>HSE<sup>2</sup></b>	<b>Planned Approach:</b> Initiation, Planning, Implementation, Mainstreaming	Cyclical	No
<b>Kotter<sup>3</sup></b>	<b>Prescriptive Approach</b> Increase urgency, build guiding teams, get the vision right, communicate for buy in, enable action, create short term wins, don't let up, make it stick	Linear	Yes
<b>Pettigrew<sup>4</sup></b>	<b>Emergent Approach</b> Change is a complex process that occurs over time and is influenced by any number of unpredictable variables; this approach is a combination of loose theories. Rejects the rational, linear, non-political, managerialist and short-term accounts of change	Cyclical	No
<b>Bandura<sup>5</sup></b>	<b>Social Cognitive Theoretical approach</b> Change determined by environmental, personal, and behavioural elements. Focuses on the interaction between these elements	Cyclical	No
<b>Ajzen<sup>6</sup></b> <b>Ajzen &amp; Madden<sup>7</sup></b>	<b>Behavioural Approach: Theory of reasoned action &amp; theory of planned behaviour</b> Change influenced by behavioural beliefs and attitude toward behaviour, normative beliefs and subjective norms, control beliefs and perceived behavioural control	Cyclical	No
<b>Prochaska &amp; Di Clemente</b>	<b>Behavioural Approach: Stages of change:</b> Precontemplation, contemplation, preparation, action, maintenance	Cyclical	No

<sup>1</sup> Burnes B (2004): Kurt Lewin and complexity theories: back to the future. Journal of Change Management 4, 309-325.

<sup>2</sup> HSE (2009) Improving our services: A user's guide to managing change in the Health Service Executive. Dublin: Health Service Executive

<sup>3</sup> Kotter JP (1996) The eight-stage process. In Leading Change (Kotter JP ed.). Harvard Business School Press, Boston, pp. 22-158.

<sup>4</sup> Pettigrew AM (1990): Longitudinal field research on change: theory and practice. Organizational Science 3, 267-292.

<sup>5</sup> Bandura A (1988): Organizational Application of Social Cognitive Theory. Australian Journal of Management 13, 275-302.

<sup>6</sup> Ajzen I (1991): The theory of planned behaviour. Organisational behaviour and human decision processes 50, 179-211.

<sup>7</sup> Ajzen I & Madden TJ (1986): Prediction of goal-directed behaviour: Attitudes, intentions and perceived behavioural control. Journal of Experimental Social Psychology 22, 453-474.

Shanley (2007) suggests that rigid adherence to only one model is unlikely to yield success because change occurs in a variety of different ways, with similarly varying levels of urgency. Furthermore, people's perceptions of change are greatly influenced by their own life experience and world views, thus, consideration of the human and emotional elements of change is fundamental (Shanley 2007). Despite this, the literature largely ignores the emotional element, tending to see change as inevitable, mainly driven by managers, thus highlighting the issue of "power" within the process. When this power remains unchallenged, achieving success is difficult (Shanley 2007).

Carr (2001) warns against ignoring the importance of emotionality in the process of change, as people respond on an emotional level, thus to ignore this is to place the change in a difficult situation. Indeed, in the change cycle, Carr (2001) suggests that there is often a sense of loss and grief, though largely unrecognised, as people have to let go of activities that have become a normal part of their working lives. This discourse is taken to mean that change involves people, and people are emotional beings, therefore, to suggest that change can occur without due consideration for the human element involved means that attempts will be futile.

Self-efficacy, the belief that a person holds regarding their own ability make the change asked of them, is also of importance to consider (Kritsonis 2005). Self-efficacy relates to individuals' belief in their ability to succeed in a given situation (Bandura 1977). The concept of self-efficacy is closely aligned to the social cognitive theory (Bandura 1988) and also forms the basis of the theory of reasoned action and theory of planned behaviour (Ajzen 1991, Ajzen & Madden 1986). Self-efficacy influences behaviour in a number of ways, for example, when it is low, people tend not to engage in tasks (Judge & Bono 2001). Further, self-efficacy can affect individual motivation in conflicting ways; on the one hand high self-

efficacy can influence people to persist longer in tasks, however, they may feel that they have sufficient skill to master the task, thus do not engage in further training. Conversely, although those with low self-efficacy may be hesitant to engage in the new task, they may voluntarily undertake training in order to increase their self-efficacy (Judge & Bono 2001).

The theory of planned behaviour places emphasis on this aspect of human behaviour, with perceived behavioural control (with its origins in self-efficacy) considered central to behavioural intention (Ajzen 1991). Perceived control is influenced by factors such as knowledge and skill if these are not readily available the individual has no control over the behaviour and, thus, will not engage in it (Nash *et al.* 1993). In reality, most required change activities fall along a continuum of total control, to total lack of control (Godin 1994).

However, beliefs are also important, in that a person may perceive that they have little control over a situation, where in fact they have more control than they think (Godin 1994).

### *3.3.1 Choice of change model for this project*

The writer was a novice in this type of project, thus sought a structured approach to provide guidance of the necessary steps required to successfully implement the planned change.

Furthermore, because of the short time frame for completion, it was important to have a focussed, logical approach which suits the writer well. Therefore, Kotter's model of change was chosen (Kotter 1996b). Although, critiqued for its potential linearity, the reality was that many steps were undertaken simultaneously, depending on the availability of the stakeholders, for example. Thus, the model was utilised in a manner that reflected the dynamic nature of change.

### 3.4 The change process

#### 3.4.1 Introduction

Kotter has synthesised the steps within the model into 3 phases; creating a climate for change, engaging and enabling the organisation and implementing and sustaining the change (Campbell 2008) (see figure 1). The following discussion outlines the force field analysis and discusses the relative contribution of Kotter's model to the current project.

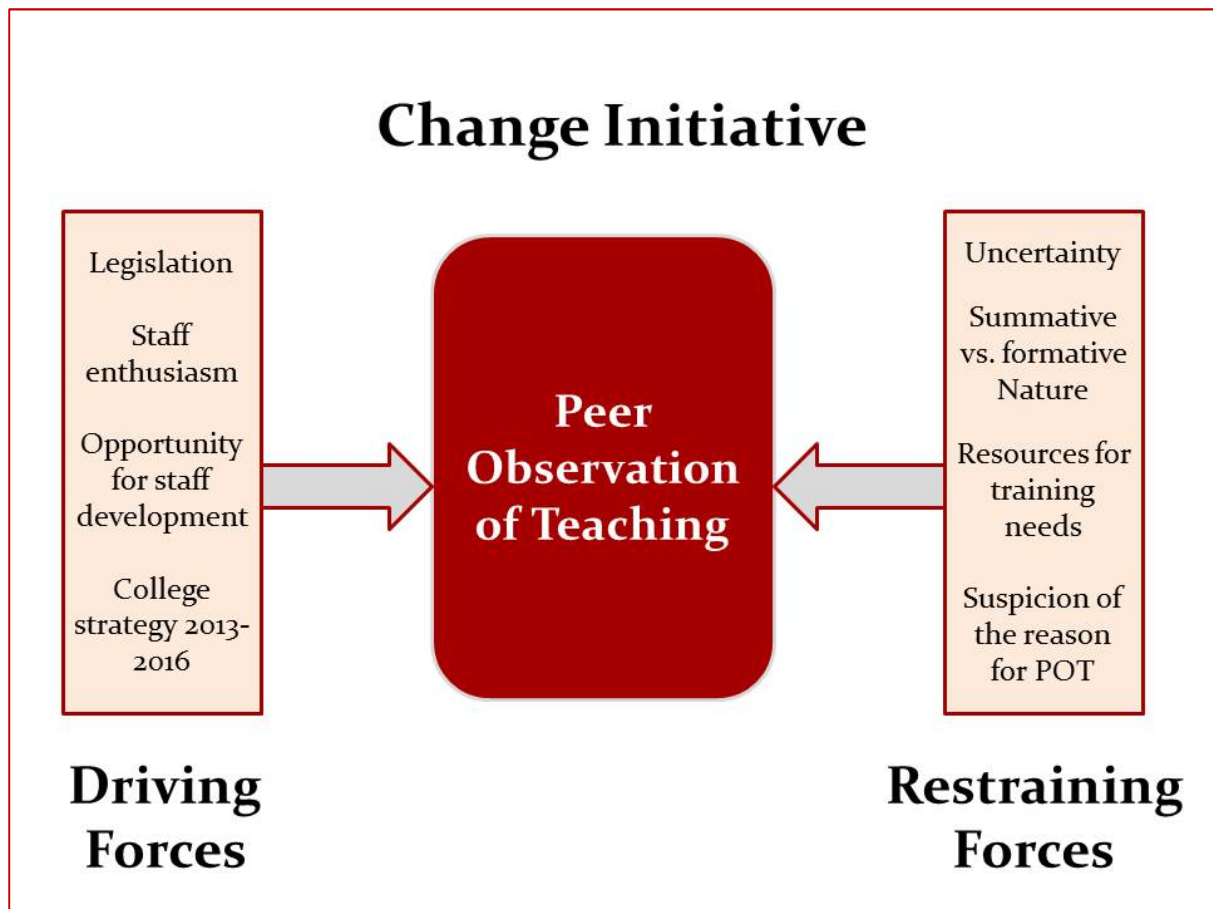
**Figure 1: Kotter's Model of Change**



#### 3.4.2 Force field analysis

A force field analysis is a useful means by which the factors driving for or against a given situation can be explored (Burnes 2004b). The principle of force field analysis is that behaviour is a dynamic balance of forces, and that these forces are constantly working against each other. In this way, change is said to occur when this balance is no longer synchronised, with one of the forces becomes stronger than the other (Burnes 2004b). For those wishing to introduce change, one must first understand what makes people stay the way they are, and conversely, what motivates them to change (Price 2009a). The writer conducted a force field analysis, the drivers and inhibitors are reflected in figure 1.

**Figure 2: Force Field Analysis**



As can be seen from figure 1, the driving forces included; legislation, college strategy, staff enthusiasm and opportunities for staff development. The restraining forces primarily related to the nature and purpose of POT, the concerns around the formative or summative nature of POT, and the lack of resources for training in existence at the time of the change project. The influences can be linked to political (college strategy), economical (training needs), socio-cultural (fear around the nature and purpose of POT) and legal (legislation) (Price 2009a). The driving forces seemed to outweigh the restraining forces, once care was taken in trying to sell the concept of POT to individual staff members, bearing in mind the fears around its nature and purpose.

### *3.4.3 Creating a climate for change*

Kotter (1996b) argues that one of the biggest mistakes made by organisations in attempting change is a failure to create a sufficient sense of urgency for the project. As this project was part fulfilment of an MSc, it was relatively easy to create a sense of urgency, as there were distinct time limits, not necessarily set by the writer, yet understood by the academic staff. However, one confounding variable was ethical approval. Because the project involved surveying and interviewing staff, ethical approval was essential. Thus, though the creation of a sense of urgency was paramount in the writer's mind, other confounders impacted on this goal.

The process of ethical approval began on the 27<sup>th</sup> November 2012, permission had already been granted from senior management, and the Quality Enhancement office, however, further permission was needed from Human Resources, and this was granted on the 29<sup>th</sup> November 2012 (see appendix 1). Clarification was sought from the Ethics committee on the 14<sup>th</sup> January, these clarifications were addressed and ethical approval was received on 11<sup>th</sup> February 2013 (see appendix 2). It was possible to move the change project further forward.

Kotter (1996b) argues that failure to engage the right people from the beginning will more than likely result in failure. Further, it is argued that the coalition is not really about numbers, rather should include those relevant to the change (Kotter 1996b). As POT was a component of the college strategy 2013-2016, however, as yet not implemented, this seemed an ideal project. Thus, to discuss this further, the writer met with a member of senior management. The individual was very supportive and the writer met with them a further 3 times. These meetings confirmed the on-going support of the management team; furthermore, advice and guidance pertaining to the overall project was offered, which helped to clarify core issues.

Owing to the college strategy 2013-2016, a POT committee was established in the college. The writer was invited to be an observer on this committee, however before formal meetings took place the writer met with the committee. At the meeting, the writer clarified the nature and purpose of the change project and how this project would fit with the overall developments around POT within the college and full support was received

The project now had the support of senior management; however, as it was to be conducted among academic staff. To this end the writer met with the heads of departments. Good support was received for the project and a guiding coalition was created, which would help in the further progression of the project.

Establishing a vision that is easily understood by those involved in the change is central, as the vision provides the direction where the organisation is going, if this is ambiguous, the road to take will be unclear (Kotter & Schlesinger 2008). For the writer, the vision was the implementation a pilot of POT within the organisation. Having cognisance of the concerns pertaining to POT meant that unless the vision was expressed in a non-threatening manner, buy in from staff would be fraught with challenges. Further, it was felt important to emphasise the supportive and constructive nature of POT in order to embed the process within the formative model.

#### *3.4.4 Engaging and enabling the organisation*

Whereas, those who have created the vision may be clear how the vision should be realised, it is important that all employees can see their role in contributing to the vision (Hallinger 2003). Further, there may be obstacles, real or imagined, which need to be addressed before actions begin to drive the company towards change (Kotter 1996b). To this end, the writer



conducted a survey among academic staff, to elicit their perception of POT (see appendix 3). Following this, an invitation was sent by the head of departments, on behalf of the writer, seeking volunteers for engagement in POT. The writer felt that a vision of POT had been created and disseminated by the communication strategy and this was verified by the number of volunteers received. At the outset, 6 volunteers were envisioned, whereas 18 members of staff expressed an interest. Further the response rate for the staff survey was 71%.

Self-efficacy is central to successful change (Kritsonis 2005), therefore, providing people with then necessary skills and knowledge pertaining to the specific change is of importance. Thus, in order that staff could actively participate in POT they needed education. To this end, the writer met with a member of the organisation's education team, to devise a training programme for the volunteers. A date was set for the training – 26<sup>th</sup> March 2013, and the format of the session was devised (appendix 4). Eleven staff attended the training session. In order to address the potential obstacles, much discussion took place after the formal training had completed. This discussion concerned; the nature and format of POT, whether this should be formal or informal, how feedback should be given and the role of the observer and observee. The discussion was lively and constructive and it was felt that people were reassured regarding the process. This was further realised by their active engagement in the actual POT and their participation in the focus groups.

Because the vision is the overall goal it can take some time to achieve, therefore, to maintain momentum, it is important to articulate the short, medium and long term actions needed to reach the ultimate vision (Kotter & Cohen 2002). For the writer, the short term win was to get the staff to actively engage in the pilot of POT. Therefore, following the training session, the group was divided, randomly, into 2, with 5 persons acting as the observer and 5 acting as the

observee. The selection process for observer and observee was agreed a priori at the training session. The remaining staff member acted as a substitute. The staff committed to undertake the POT within 3 weeks. Thus, the goal of conducting a pilot of POT was becoming closer to a reality.

#### *3.4.5 Implementing and sustaining the change*

Kotter (2001) warns against, too early in the change process, declaring that the ultimate goals have been achieved. The risk here is that there may be what is often termed regression to the mean (Barnett *et al.* 2005), where the positive changes that have occurred slowly disappear and the organisation finds itself back where it started.

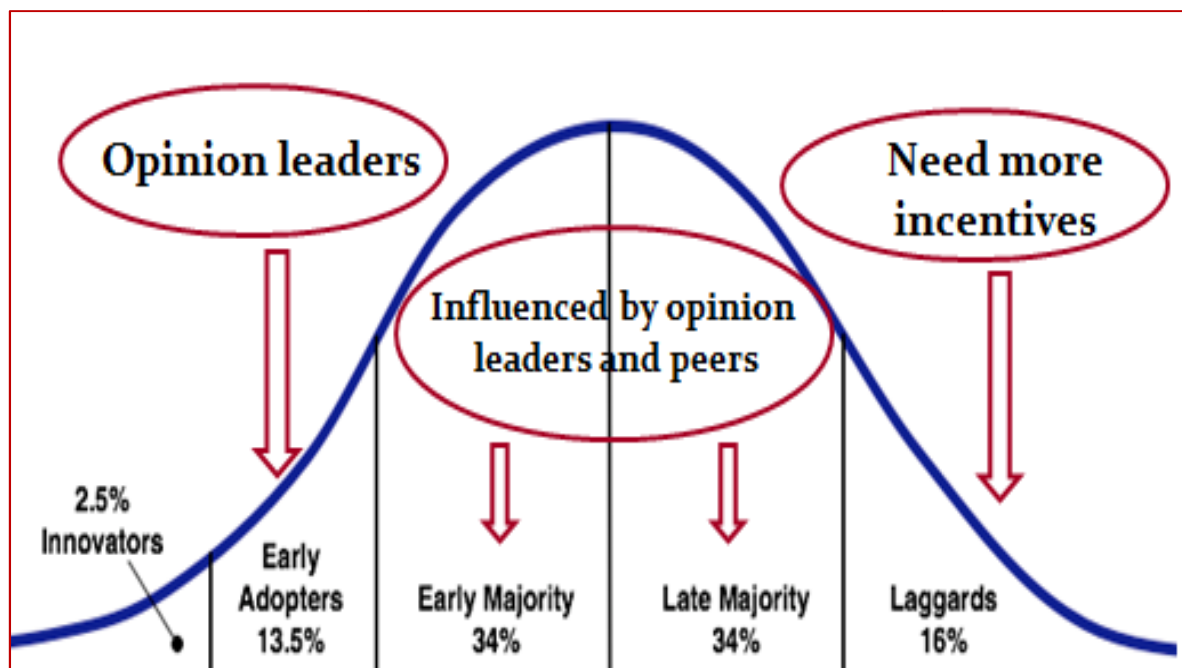
It was felt, from the outset, that in order to consolidate POT within the institution it was important to capture the feedback from the staff who had participated in the process. This would serve to identify the challenges and enablers, thus providing clear guidance for the fuller role out of POT. To this end, the writer conducted focus groups with the staff involved in the pilot. One focus group was held on the 29<sup>th</sup> April 2013, with the observers (n=4; 1 person was ill) and a further focus group was held on the 1<sup>st</sup> May 2013 with observees (n=3, 2 persons were unavailable). For the writer, these focus groups were invaluable in providing insight into the staff experiences of POT, furthermore, the staff survey enabled understanding of the perceptions of a broader staff membership. Both data sets (see section 4) were used to contribute to institutionalising POT within the organisation.

In order to sustain the change in the long term, it is important to ensure that it is truly embedded into the organisation's culture. However, this is not easy, because culture within an organisation is very powerful, and thus, challenging to change (Kotter 1996b). Thus,

challenging the norms and values can pave the way for the consolidation of the change (Kotter 1996a).

Within the writer's organisation, POT is not the norm. Indeed, over the 12 years of lecturing experience in the organisation the writer has never witnessed POT. The literature espouses much suspicion of POT among lecturing staff, thus, this may indeed be a reality for many staff within the writers organisation. It is of importance, also, to remember that those who participated in this project did so voluntarily, and of course, there are those who did not volunteer, yet these individuals need to be included in an organisational roll out of POT. One cannot assume, that just because they did not volunteer, that they are not interested, none the less, consideration needs to be given to this potential. It is here that the diffusion of innovation theory may be of benefit to employ (figure 3) (Wejnert 2002).

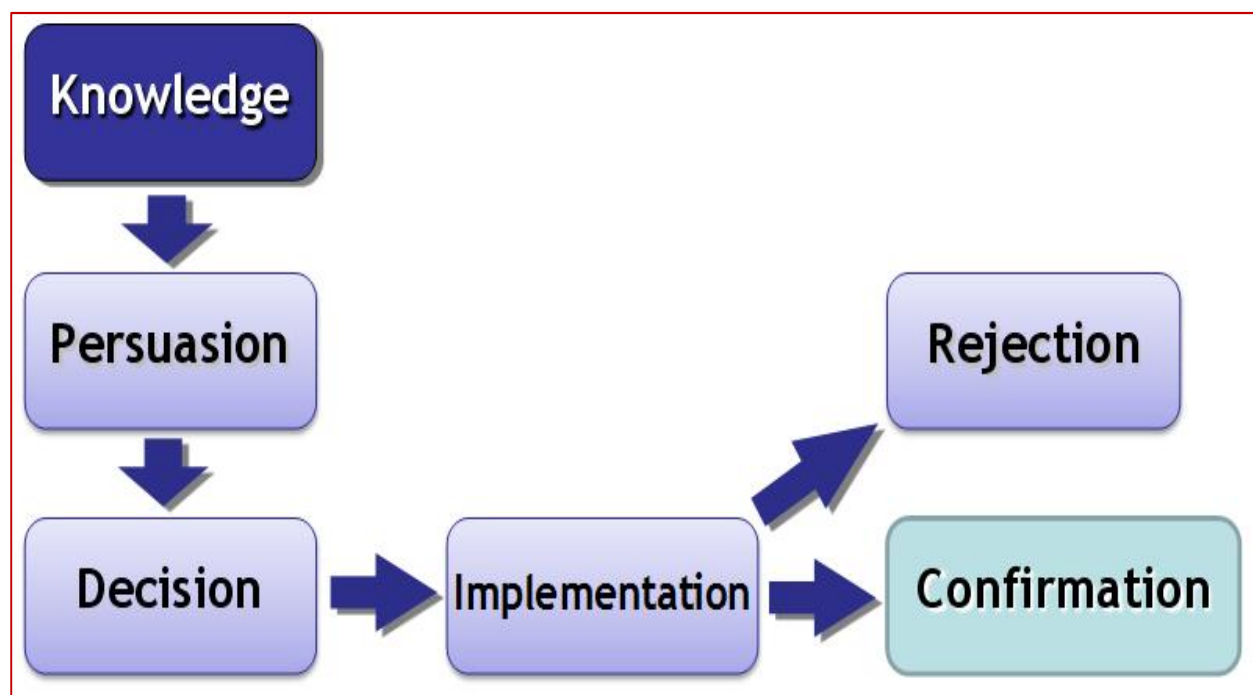
**Figure 3: Diffusion of Innovation (Rogers 1983)**



The essence of the model is that diffusion is the process whereby a given change is communicated and acted upon within an organisation (Wejnert 2002). There are different channels by which the diffusion occurs, and in this instance, the use of the model relates to use of opinion leaders, who have already bought into the change. Furthermore, these opinion leaders have the ability to influence others around them, bringing POT within the normative structures within the organisation.

Within the model, here are 4 main elements that influence the spread of the innovation: the change, communication channels (how information is communicated within the organisation), time (how quickly change is adopted), and a social system (the organisation). Further, individuals pass through 5 stages of accepting a new innovation: knowledge, persuasion, decision, implementation, and confirmation (figure 4).

**Figure 4: Stages of Accepting/Rejecting an Innovation  
(Rogers 1983)**



How a person perceives an innovation influences their decision to adopt or reject it. Thus, there are a number of key points to consider for example, the relative advantages of POT, the complexity of undertaking POT, and the evidence that there are others already engaged in POT. Fundamentally, these issues are of relevance in moving the change process forward. Thus, the writer recommends adoption of the diffusion of innovation model as a means to embedding the change within the organisation.

### **3.5 Conclusion**

The change project involved implementation of POT within the writer's organisation. Firstly, a force field analysis was conducted, where the driving forces were felt to outweigh the restraining forces. In order to achieve the change, Kotter's model was employed. The 3 phases; creating a climate for change, engaging and enabling the organisation and implementing and sustaining the change ensured that the writer addressed the central issues related to the change project. Finally the writer suggested use of the diffusion of innovation model to ensure roll out and acceptance of the change within the organisation.

## **Section 4: Evaluation**

## **4.1 Introduction**

Evaluation centres on exploring whether what had been planned in a given project has been achieved, how this happened and how it was perceived by those involved (Stufflebeam 2003). This chapter provides a discussion of the evaluation of this project using the CIPP model of evaluation. The chapter begins with a discussion of evaluation models and proceeds to elaborate on the components of CIPP and how they applied to the current project. Within the discussion the writer will refer back to the overall aim and objectives of the project to reflect on whether these were met within the project. The chapter ends with a conclusion outlining the key points raised in the chapter.

## **4.2 Evaluation models**

Frye and Hemmer (2012) suggest that education theories were not originally advanced primarily as a basis for education evaluation, rather they serve to clarify the theoretical thinking around evaluation and as such provide a good constituent for the development of evaluation models. In their paper, Frye and Hemmer (2012) allude to two theoretical approaches, namely the reductionist theory and the complexity theory. Reductionism is linked with cause and effect methodological approaches, suggesting that everything is composed of small parts which act and can be measured independently of each other (Frye & Hemmer 2012). Conversely, the complexity theory suggests that all systems are actually interplay of many interdependent parts which do not exist in isolation of each other (Frye & Hemmer 2012).

In discussing these theories, the authors (Frye & Hemmer 2012) suggest that the traditional reductionist theory adopts too narrow of an approach to allow for a full evaluation of the all the relevant elements of educational approaches. Here the argument is that the elements do

not exist in isolation, thus it is the interaction between the parts and the relationship between them that needs to be understood before a full grasp of the situation can be gained (Frye & Hemmer 2012). As such the authors favour the complexity theory, as this acknowledges that education systems are dynamic, open, and every changing. Therefore, to fully evaluate such a system, all elements need to be explored, including the relationship between the system, the participants and the specific environment in which the system exists (Frye & Hemmer 2012).

A number of models of evaluation are proffered by Frye and Hemmer (2012) these include the experimental/quasi experimental model, Kirkpatrick's 4-level model, the logic model and the CIPP model. The experimental/quasi experimental model is primarily concerned with cause and effect and has been critiqued because it assumes linearity between the different elements of the programme (Frye & Hemmer 2012). Kirkpatrick's model is more robust, in that it explores 4 aspects, the learners' satisfaction, the learning arising from the programme, changes in learner behaviour arising from the programme and the impact of the programme in terms of the wider society. However, this model is also critiqued relating to a lack of consideration of factors such as student motivation, resource use and faculty skills, all which impact on the outcomes of the evaluation (Frye & Hemmer 2012). The logic model explores the inputs, activities, outputs and outcomes related to a specific education programme. A critique of this model relates to its linearity (Frye & Hemmer 2012). This linearity leads to the risk of focussing only on the specific elements of the evaluation and thereby missing out on the unexpected outcomes that may naturally emerge during the evaluation process (Frye & Hemmer 2012). The final model is CIPP, which relates to the context, inputs, process and products of the education programme. This model is suggested to be the most inclusive in that it does not assume linearity. In this way this model provides a large amount of

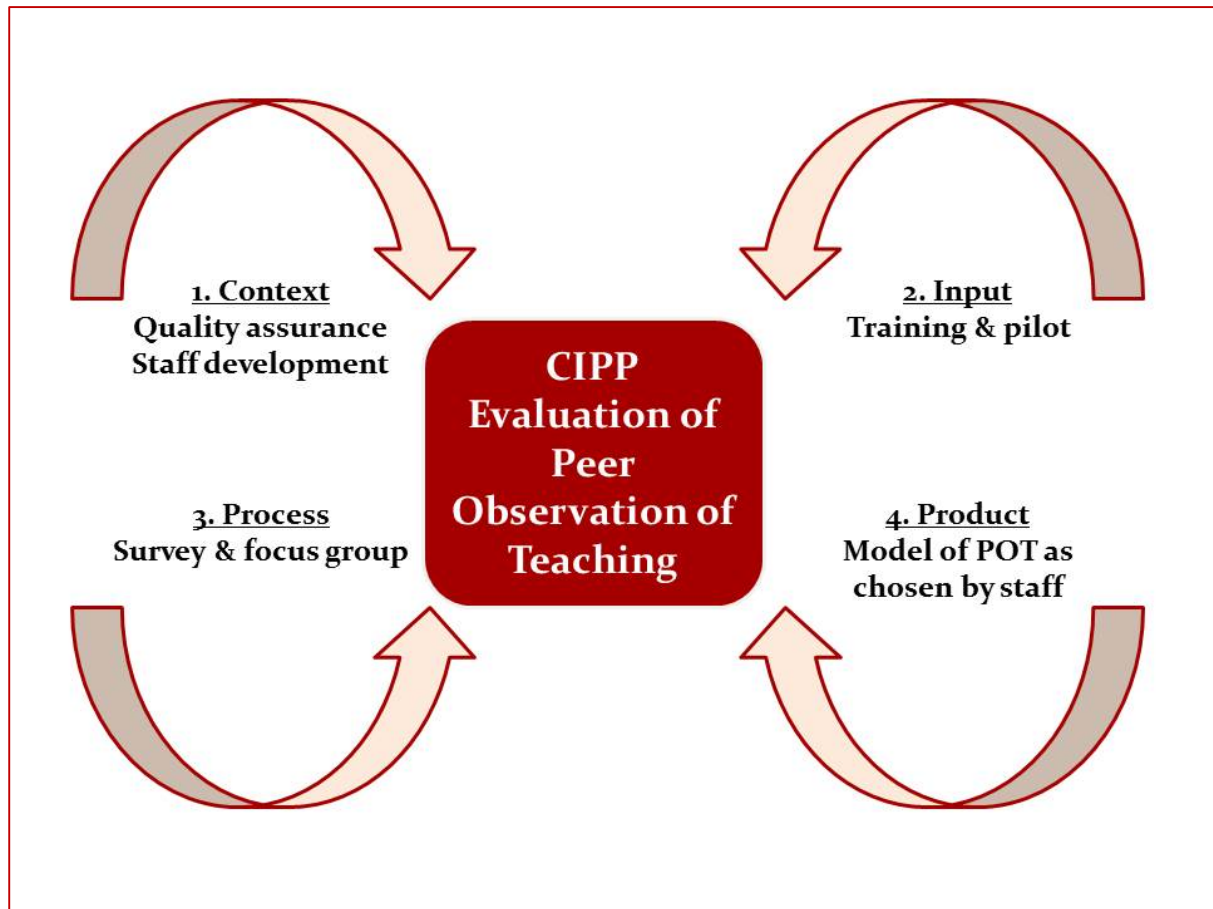


information which may answer the specific requirements of the variety of different stakeholders involved in the programme (Frye & Hemmer 2012).

### **4.3 The CIPP model**

The writer utilised the CIPP model for evaluation of the POT change project. This model is accredited to the work of Stufflebeam whose writings in the mid 1960's debated the concept of evaluation as a central component of decision making (Stufflebeam & Shinkfield 2007). The model was first introduced in 1966 and over the following years has been further developed and refined and currently the 5th edition of the model is in use (Stufflebeam & Shinkfield 2007). CIPP is an acronym for the elements considered central to evaluation, namely the programme's context, inputs, processes and products (Stufflebeam & Shinkfield 2007). The rationale for use of this model is that it seemed sufficiently robust to capture the elements necessary to provide a comprehensive evaluation of the project. Frye and Hemmer (2012) suggest that the model may be used as a whole entity, or alternatively may be used as its individual components, with the first three elements of the model (context, inputs and processes) fitting more with a formative evaluation, whereas the final element (products) aligning more closely with a summative evaluation. The contribution of each component of the CIPP model, to the evaluation of this project is captured in figure 5. A discussion of these elements, and how they relate to the overall aim and objectives of the project, will now be presented.

**Figure 5: The CIPP (Stufflebeam 2003), evaluation of POT as it applies to the current project**



#### *4.3.1 Aim and Objectives*

The aim of this project was to implement and evaluate a quality improvement initiative - peer observation of teaching - within a higher education setting.

The objectives of this project were to:

- Summarise the literature pertaining to:
  - The methods of POT; The enablers and inhibitors of POT; The evidence base pertaining to POT
- Provide a training programme for participants in POT
- Implement a pilot of POT

- Establish academic staff perceptions of POT
- Evaluate the impact of the project, through capturing the experience of both the reviewer and the reviewed
- Make recommendations for practice

#### *4.3.2 Context*

In conducting a context evaluation the main focus is on assessing the actual requirement for the change (Stufflebeam 2003). Thus, consideration of the results of the force field analysis undertaken was important. The force field analysis identified that there were driving and restraining forces influencing the context of the context of the POT initiative:

- Political (college strategy) (driving force)
- Economical (training needs) (restraining force)
- Socio-cultural (fear around the nature and purpose of POT) (restraining force)
- Legal (legislation) (driving force)

The context was a major overall driving force for the planned project. Specifically, the Hunt report (Department of Education and Skills 2011), the Universities Act (Government of Ireland 1997), the Qualifications (Education and Training) Act (Government of Ireland 1999) and the College Strategy 2013-2017 meant that the introduction of POT was inevitable, however, the writer, having cognisance of the restraining forces, used this inevitability as an opportunity to mould the shape of the initiation of POT.

#### 4.3.3 Inputs

Input evaluation is concerned with assessment of the resources required for the programme, including assessment of specific training implications (Frye & Hemmer 2012). This aspect of evaluation helps to formulate the overall plan for the change including the rationale for the choice of approach adopted (Frye & Hemmer 2012). Thus, exploration of the existing literature and consultation with others involved in POT was important to understand their specific experiences and recommendations for future developments in this area (Zhang *et al.* 2011). Advice and guidance was also sought from members of the organisation's education team. Following this the format for the POT was devised, as follows:

- Training, to the POT volunteers (appendix 4)
- 10 volunteers were randomly divided into pairs, observer and observee
- The format of the POT was: A pre meeting; An observation of a teaching session as chosen by the observee; A post meeting
- A structured POT tool was supplied (appendix 5)
- The volunteers were invited to participate in focus groups meetings post POT sessions

It is evident therefore, that the aim of establishing training for POT was achieved.

Furthermore, staff were now organised to undertake the pilot of the process, thus this aim was also achieved.

#### 4.3.4 Processes

Process evaluation focuses on assessing how the project was actually implemented (Frye & Hemmer 2012). Further, engagement in process evaluation is an important contribution to quality assurance strategies (Stufflebeam 1971). The aim of this aspect of the evaluation was to determine staff perceptions of POT in general and also the specific perceptions of those

who partook of the pilot of POT. With regard to the writer's change project, evaluating the processes that have already occurred is indicative of a retrospective use of the model.

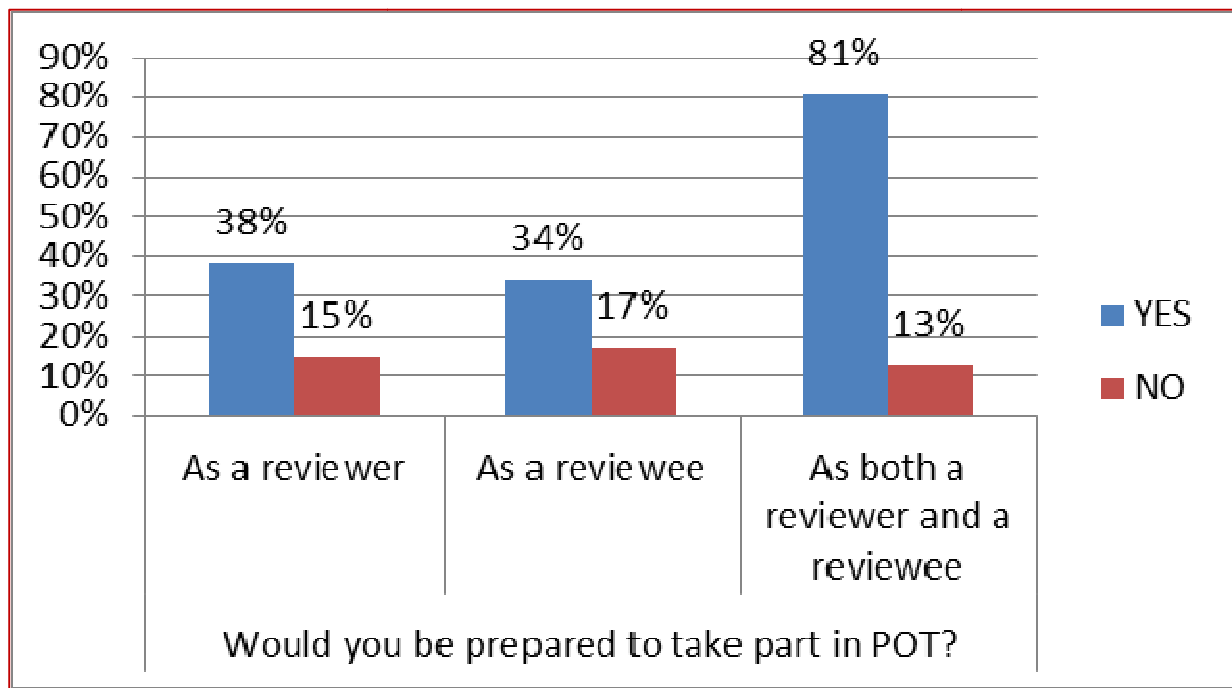
#### **4.3.4.1 Staff Survey**

A survey instrument to elicit staff perceptions of POT was devised; the instrument was based on the key themes which emerged from a review of the literature (appendix 3). Reliability testing were not conducted, however, face and content validity (Anthony 1999) were established through review by the quality enhancement office (QEO). The survey was sent on 25th February 2013 academic staff. The QEO hosted the survey via survey monkey. The survey closed on the 8<sup>th</sup> March with 47/66 responding, yielding a response rate of 71%. The results are presented in the following sections.

##### *4.3.4.1.1 Willingness to participate in peer observation of teaching*

The majority of participants (96%, n=45) indicated that they would like to see POT introduced into the organisation. They were asked if they would be prepared to take part in POT. Figure 6 outlines the responses with 38% (n=17) indicating they would be a reviewer; 34% (n=16) indicating they would be a reviewee, and 81% (n=38) indicating they would be happy with either role.

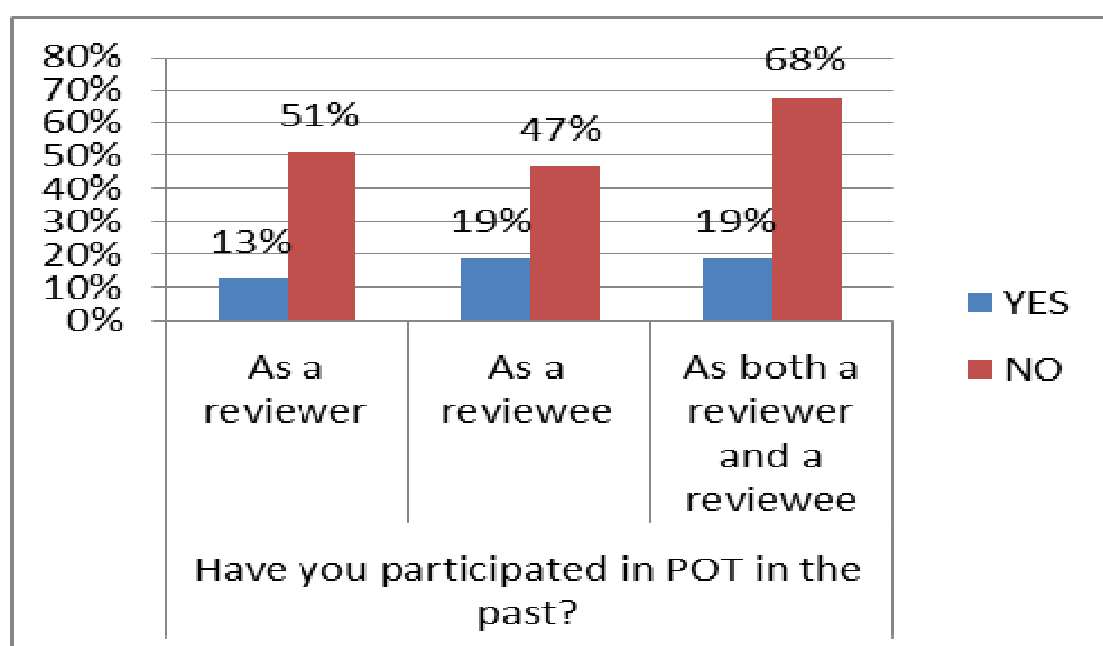
**Figure 6: Would you be prepared to take part in POT**



#### *4.3.4.1.2 Past experience with peer observation of teaching*

The participants were asked if they had previously participated in POT. Thirteen percent (n=6) indicated they had been a reviewer; 19% (n=9) indicated they had been a reviewee, and 19% (n=9) indicated they had been both reviewer and reviewee (see figure 7). Only 19% (n=9) of the participants had received training in POT.

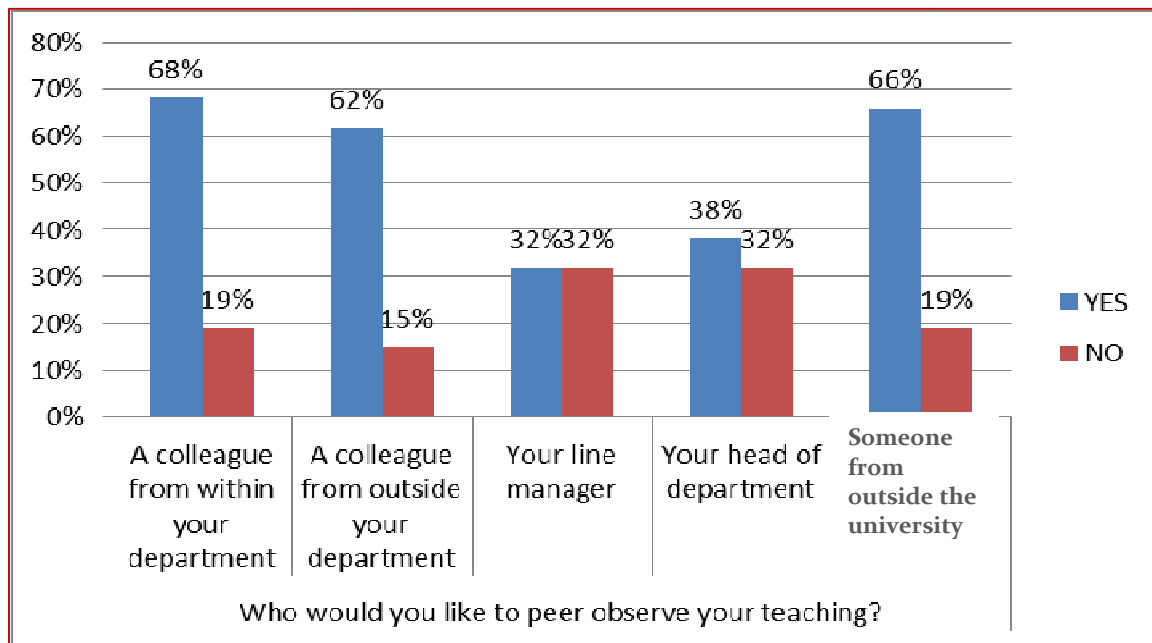
**Figure 7: Participation in POT in the past**



#### *4.3.4.1.3 Preferences for a particular observer*

The participants were asked who they would like to peer observe their teaching, in their response, they could tick more than one option, thus the figures do not necessarily add up to 100%. Of the participants, 68% (n=32) indicated that they would be happy with a colleague from within their department, and 62% (n=29) indicated that they would be happy with a colleague from outside their department. With regard to having the line manager observe their teaching, the responses were evenly split 50/50 for and against (32%, n=15; 32%, n=15, respectively). Results were similar for and against the head of the department observing their teaching (38%, n=18; 32%, n=15, respectively). Having someone outside the university observe their teaching was received positively (66%, n=31) (see figure 8).

**Figure 8: Who would you like to observe your teaching?**

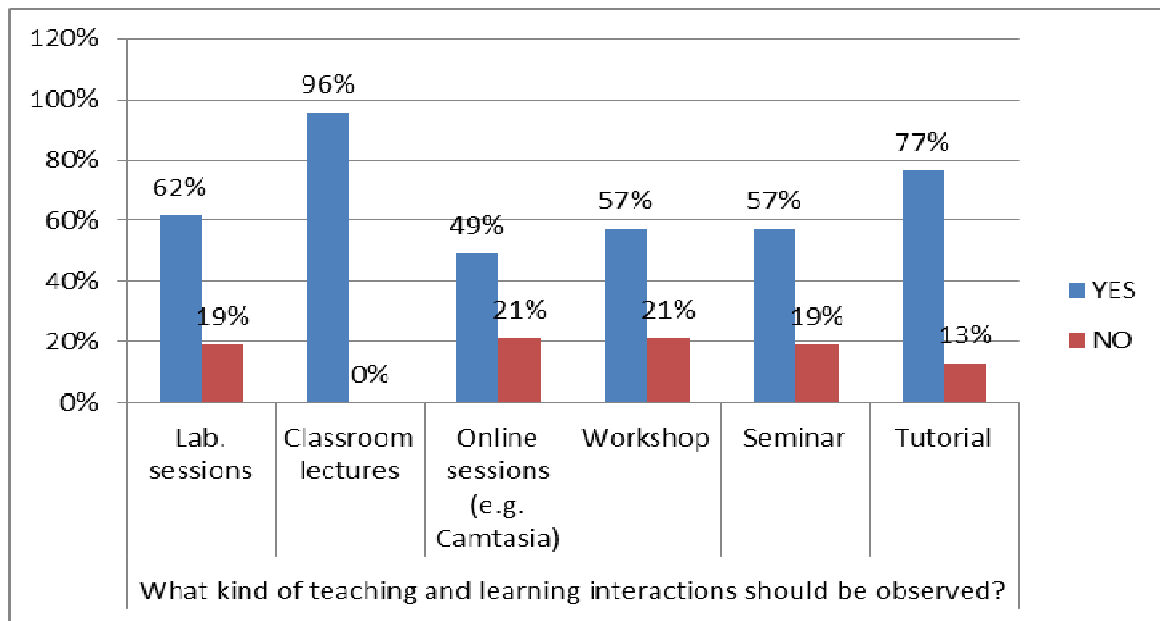


#### 4.3.4.1.4 Types of teaching and learning to be observed

The participants were asked what types of teaching and learning they thought should be observed. Overwhelmingly the most popular choice 96% (n=45) was classroom lectures. The next most popular choice was tutorials (77%, n=36). The responses to the other choices were laboratory sessions (62%, n=28), workshop (57%, n=26), seminars (57%, n=26) and camtasia presentations (49%, n=23) (see figure 9).

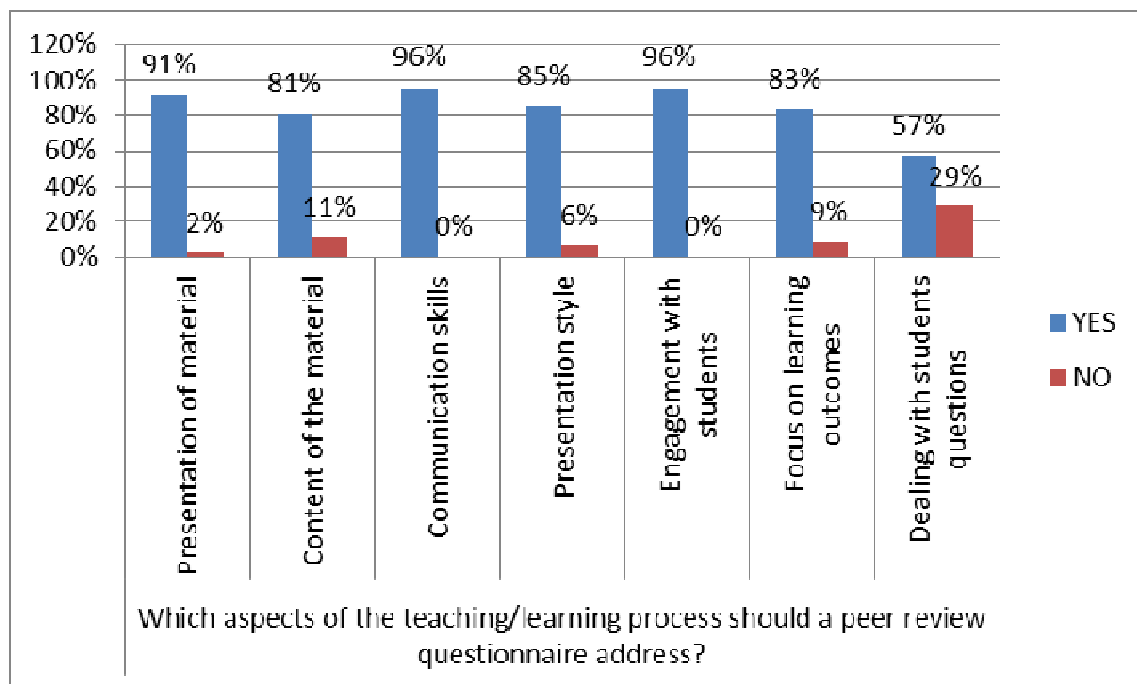


**Figure 9: What kind of teaching and learning should be observed**



In terms of the aspects of the teaching that should be observed, there was agreement that this should relate to most of the aspects of teaching (see figure 10).

**Figure 10: What aspects of teaching should be observed**



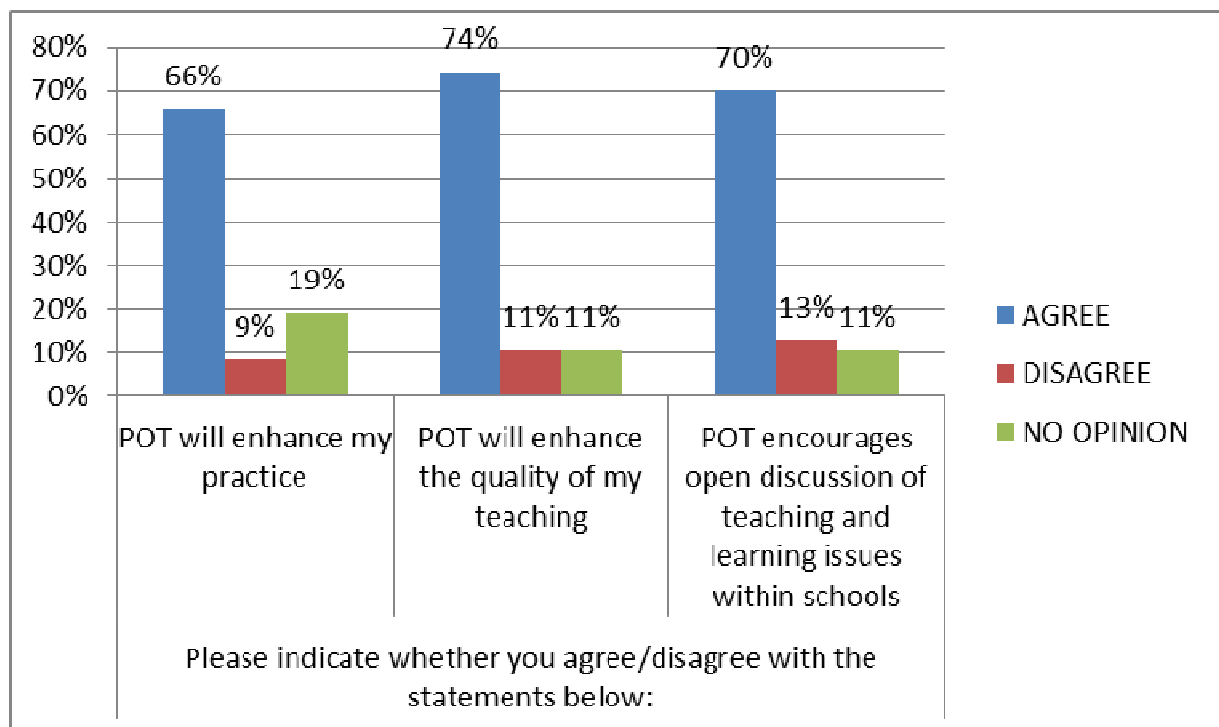
#### 4.3.4.1.5 Format of peer observation of teaching

The majority of participants (96%, n=45) indicated that they would like to see POT introduced into the organisation, with the ideal POT frequency being once an academic year (60%, n=28). They also indicated that it should be a formative process not linked to promotion (9%, n=37). However, conversely, 32% (n=15) indicated that it should be a summative process, linked to promotion.

#### 4.3.4.1.6 Value of peer observation of teaching

The participants were asked if they agreed with a number of statements pertaining to the value of POT. The majority agreed that POT would enhance their practice, 66% (n=31), the quality of their teaching, 74% (n=35) and would encourage open discussion of teaching and learning issues 70% (n=33) (see figure 11).

**Figure 11: The value of POT**



The results of the survey show that there is agreement that POT should be introduced, with a formative process the favoured model. Importantly, staff had little prior experience or training in POT. All aspects of teaching were considered important to include, along with all types of teaching methods. Staff favoured being observed by colleagues, either within or outside their own department or organisation. Conversely, staff would rather not have their line manager or head of department conduct the observation. These findings provide some valuable insights into staff perceptions of POT. Therefore, the aim of establishing staff perceptions of POT was achieved. Furthermore, the findings reiterate those within the published literature, suggesting that there is congruence between these staff perception and those nationally and internationally.

#### **4.3.4.2 Focus groups interviews**

Two focus interviews were conducted on 29<sup>th</sup> April 2013 (observers, n=4), and 1<sup>st</sup> May 2013 (observees, n=3). Due to illness and unavoidable appointments, not all participants in the POT attended the interviews. An interview schedule was pre planned (see appendix 6). All participants completed a consent form (appendix 7) before the interviews commenced. Data analysis was conducted using simple descriptive analysis (Sandelowski 2000). The writer, read and re-read the transcripts to identify recurring words, which then were placed into specific categories, where finally, themes emerged. These themes will now be discussed.

##### *4.3.4.2.1 The nature of POT*

There was a lot of discussion around the nature of POT and whether this should be a formative or a summative process. However, for most of the participants a formative, developmental model was favoured.

*P3 (observer): "I would be a bit reluctant to be involved in something where you think it might be a stick, it should be a growing, learning..."*

However, it was felt that there should be recognition for participating in it also

*P4 (observer): "I think it should be formative, but .....it needs to be recognised as well, so .. on promotional forms you have evidence that you have been involved in it . and have developed your lectures as a result ...."*

It was interesting to note that some of the participants mainly saw POT as observing the performance of the teaching, and as such did not really link it with a developmental process; it was seen more from a quality assurance perspective.

*P7 (observee): "It's a good thing to determine quality of teaching; I think it's reasonable ....., it's reasonable for any organisation to see how their staff are doing"*

The participants discussed how POT provides a snapshot of teaching, however, to get a fuller picture, all aspects of teaching should be observed.

*P1(observer): "I think, that if was going at it for bang, I would have to see both (lecture and practical), but also, I would have to see multiple versions of it (teaching), coz I don't think one lecture, kind of isolated would ever capture your true teaching style"*

The participants were in agreement that it would need to be clearly stated, at the outset, what the purpose of the POT was for the organisation.

*P6 (observee): "Obviously people are going to have problems with it if they feel they are going to be assessed for promotion purposes"*

*P1 (observer): I think they would have to be very clear on what its being used for, that is probable what you are going to come up against most.*

#### *4.3.4.2.2 Being a part of the process*

The participants suggested that they had enjoyed the experience of POT, and there was learning for both the observee and the observer.

*P5 (observee): "Overall an excellent experience..... it put pressure on me to prepare well..... it forces you to be very clear"*

*P2 (observer): "I enjoyed it; I learned something from it too, as I was looking, I was thinking, Oh yes, I would like to try that,"*

However, it seemed that the observers were a little more anxious about the process.

*P1 (observer): “.....but I think it would be great if you could partner with one person and we could switch role, coz when you are observing someone else, you kind of feel bad, but if you know that you are going to be going through that exact phase, then you relax a little .....”*

The participants liked the use of a structured POT form, as it gave them areas to prepare for the observation and also to concentrate on during the process.

*P4 (observer): “it was useful to help you even start a conversation .....it captured it nicely about what you were trying to achieve and see”*

#### 4.3.4.2.3 Communicating

Here, this theme centred on feedback. It was interesting to note that none of the participants had any previous training in giving and receiving feedback, yet, actually giving feedback was considered very important.

*P5 (observee): “I think the way the feedback is delivered is very important.....like we focussed on a number of good things and then things that needed to be improved on, .....didn’t make me feel under pressure, and that was important”*

But it can cause anxiety

*P1 (observer): “I was a bit nervous, ..... so I tried to make sure that, well, you know the way it’s hard if there were any negative feedback, but eh, it’s not meant to be negative, it’s meant to be constructive, but you still don’t know.....”*

However, the pre-education training session was found to be useful in helping with the feedback process.

*P3 (observer) “I thought the workshop we had before gave us some tips which were very, very useful,..... don’t go straight to the negative, and your comments can include an overall position”*

Taking a constructive developmental approach to the feedback was felt to be central to the success of the whole process

*P7 (observee): “It’s mean to help the person improve, so it should be constructive .....the approach should be developmental.....and if its delivered in a constructive fashion we should see a rise in standards....”*

#### 4.3.4.2.4 What next

The participants discussed what should happen once feedback is given to an individual, and an education deficit was identified. Although reflection was considered central to the individual’s development, interestingly none of the participants had received training in reflection. The participants felt that there were many opportunities in existence already, which could contribute to enhanced teaching and learning. These ranged from formal education sessions, such as guest lecturers speaking on relevant subjects. Informally, it was also felt that some existing lecturers could also provide an exemplar for others.

*R3 (observer): “The staff who get the president’s award, might be willing, not to get feedback, but to have people observe their teaching,*

But, individuality in approach was considered important

*R7 (observee): “variety is the spice of life, you want to improve the overall standard, without making everyone sound the same”*

It was acknowledged that training was very important so that individuals could develop the skills they needed. However, because this would be very much dependant on the individual themselves, it might be difficult to arrange. An idea was presented which gave insight how, over time, recurring deficits in teaching could be identified, and thus training developed.

*R4 (observer): “It might be an idea to have some focus groups with the observers after a while because they might be able to indicate the areas where training is needed.....”*

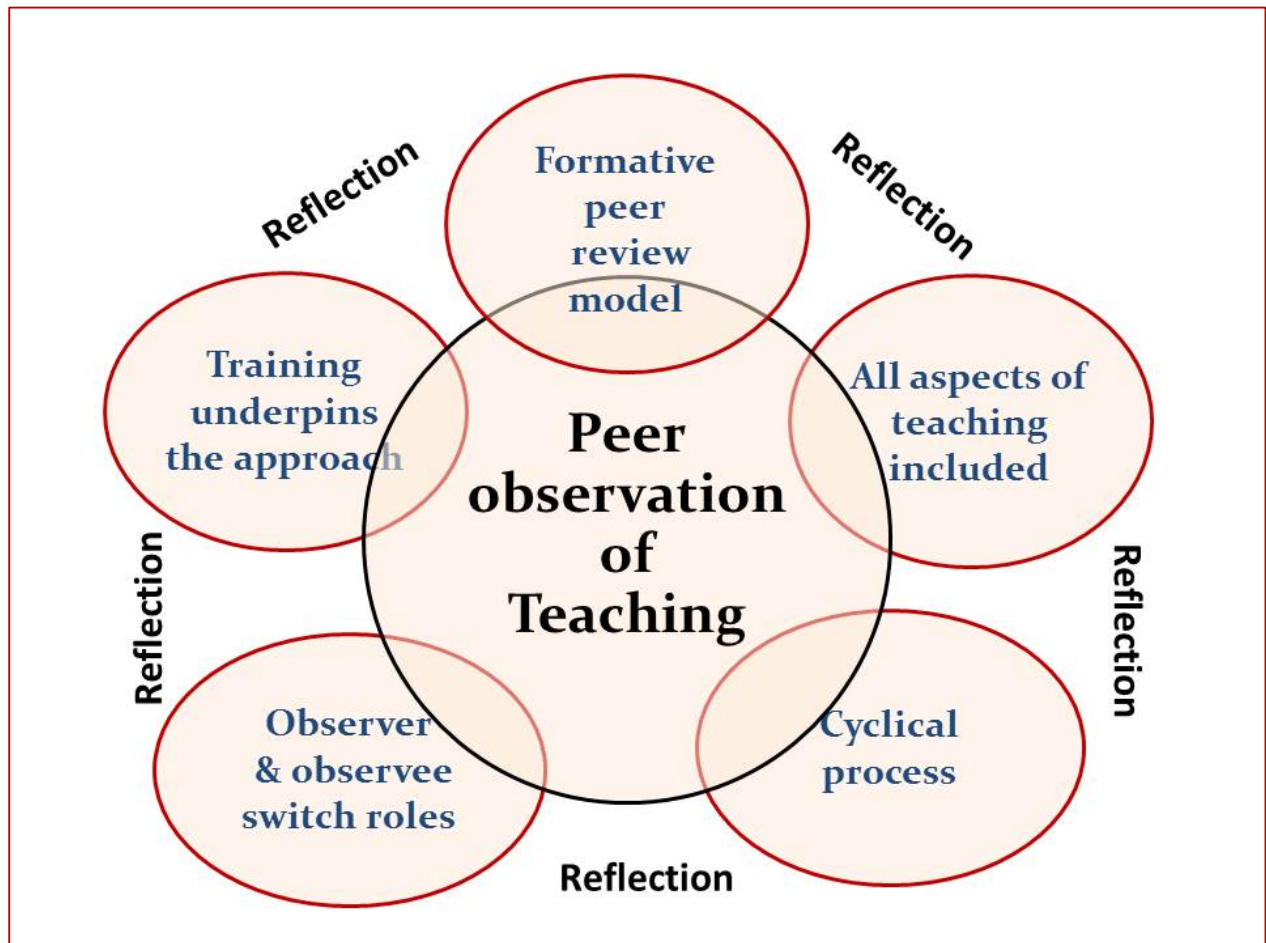
The participants found POT a positive experience and they would welcome it within the organisation. They valued the role of being an observer as well as an observee, and liked the idea of a structured feedback with potential open ended opportunities as well. They strongly felt that POT should be a developmental, formative process; they did not see it in a summative role, except that they could record in promotional applications that they had participated in it. Interestingly, though they give and receive feedback all the time, they have had no training in it, or in reflection either, which they felt was important for the person to know the cycle to follow to improve. The aim of evaluating the impact of the project, through capturing the experience of both the reviewer and the reviewed, has been achieved. Furthermore, the findings here are similar to those echoed within the published literature. This suggests that there is congruence in the perceptions of those new to the POT process and those who have greater experience. As a result, in order to achieve sustained implementation of POT within the writer's organisation cognisance should be taken of these findings.

#### *4.3.5 Products*

Product evaluation facilitates an assessment of whether the current programme approach should be maintained, changed or modified in some way (Stufflebeam 1971). The components of the CIPP evaluation process all contributed to the assessment of the overall contribution, strengths, limitations and future directions needed for the roll out of a college wide strategy for POT. Thus, for the writer, bearing all components of the CIPP evaluation in mind, the end product is the model outlined in figure 9. This model suggests that for POT to be successful in the organisation, the approach should be formative, peer review, all aspects of teaching should be included and reviewed on a cyclical basis, the observer should also be the observee, and training needs to underpin the approach. Finally, reflection is central to all

components of the model. The writer suggests that this model indicates achievement of the final objective of this project, which was to make recommendations for practice.

**Figure 12: The Writer's Suggested Model of Peer Observation of teaching**



#### 4.4 Conclusion

An evaluation of the writer's change project was undertaken using the CIPP model of evaluation. The context for the change related to the quality agenda, college strategy and potential for staff development. An education work shop was provided for volunteers of POT. A staff survey and focus group interviews were conducted and findings were consistent among both data sets, staff have a positive attitude towards POT, and provided good insight into how they would like to see the process implemented. The writer developed a model for POT arising from the CIPP evaluation. This model



reflects a formative peer review process, where reflection is a central component. Overall the evaluation reflects that the aim and objectives of the project were achieved.

# **Section 5: Discussion and Conclusion**

## **5.1 Introduction**

In attempting to understand the impact that change has had on the organisation, there are similarities that can be expressed between this and the concept of evidence based practice (Egger *et al.* 2001). Fundamentally, one is attempting to ask, did the change work, if so why, and are there any recommendation for changing the approach to ensure sustained implementation of the change initiative (Buchanan & Badham 2008). This chapter provides a discussion of the impact of the change, in doing so, the strengths and limitation of the change will be outlined and recommendations for management and for future improvements will be provided. The chapter ends with a conclusion, bringing together the key points raised in the discussions.

## **5.2 Impact of the change on the organisation**

In order for change to be successful, buy in from management is important as this facilitates the creation of a guiding coalition (Kotter 2007). Indeed, Kotter (1996b) argues that failure to engage the right people from the beginning will more than likely result in failure.

Undertaking the current programme of study gave the writer confidence to explore a potential project outside her specific department, in doing so, the writer wished to contribute to the overall strategy of the organisation. The writer was aware that the organisation was interested in the implementation of POT and thus considered this an ideal project. Discussions with the members of the senior management team began in April 2012 where buy in for the writer's project plan was received. Subsequent to this conversation, the college strategy 2013-2017 was launched, with the number one goal being "Excellence in Education". A high level project plan within this goal is to develop and deliver a teaching and learning programme for educators within the organisation. Furthermore, one of the key deliverables is the

establishment a pilot of POT. Thus, it appears that the writer chose an appropriate project, one that was important to the strategic developments within the organisation. In the interim, a committee was established to oversee the full implementation of POT and the writer has been actively engaged with this committee throughout.

Feedback from the participants in the focus groups indicates that POT was a success; they expressed positive outcomes as a result of their involvement, with learning evident for both the observee and the observer. They welcome the introduction of POT within the organisation as did the survey respondents; however, a developmental, formative process is favoured. The impact of this pilot of POT for the organisation is that there are now, already established, early adopters, some quite senior members of staff. These individuals are an important resource in terms of the diffusion of the innovation, POT, across the organisation.

The time line for this project was short, thus, it is not possible to say that the project has been embedded within the organisation. However, despite this, where this project makes its impact is in the model for POT devised by the writer (see figure 12). This model has emerged as a result of the detailed literature search, together with the feedback received from the staff survey and the focus group interviews. Indeed, there was congruence between all of these elements, indicating that the model appears to be the most appropriate means to ensure buy in from staff for POT in the long term.

## **5.3 Strengths and limitations**

### **5.3.1 Strengths**

Strength of this project was its close alignment to college strategy, meaning that it fulfilled a definite gap within the knowledge base of the organisation at the time. Undertaking this project as a joint venture opened avenues for the writer, which otherwise may have caused challenges. Kotter's model for change (Kotter 1996b) was employed throughout which gave direction to the project, ensuring that no important steps were missed. Further, evaluation undertaken using the CIPP model (Stufflebeam 2003), facilitated use of multiple sources of information, giving a rounded impression of the project. Arising from this is the model proposed for the organisation (see figure 12).

The writer feels that undertaking this project has provided illumination of the key issues surrounding the use of POT. Further, there is congruence between the sources of information and the themes arising from them. Thus, to embed POT within the organisation, the model provides clear guidance, which is evidence based, yet personalised to the organisation and its staff.

### **5.3.2 Limitations**

The timeline for this project was short, thus, the final step, embedding the change, was difficult to achieve. The writer has gained significant insight into POT and the challenges associated with its implementation, thus feels that this insight is of particular importance for the organisation. It would have been better had this been more actively engaged with in terms of the final stages of the change process.

A further limitation was that time did not allow for the opportunity for the observer to swap places with the observee. This would have facilitated the participants gaining greater insight into the experiences of participating in POT from both perspectives. In addition, only those staff involved in teaching undergraduate programmes within the college, were included. This was mainly due to pragmatics, however, it should be acknowledged that post graduate education staff have not been included, and as such, this is a limitation in our understanding.

## **5.4 Implications for management**

Introduction of POT within the organisation is a priority for management, as it is clearly aligned with quality assurance mechanisms. Such mechanisms are fundamentally important in order that internal and external stakeholders can be confident of the organisations strive for excellence. However, efforts will be fruitless if the required developmental opportunities for staff are not provided. Fundamentally, POT is concerned with demonstrating excellence in teaching and learning, however, the observation alone does not in itself ensure excellence; rather it merely provides reassurance that teaching is observed.

Staff welcome the introduction of POT, with the developmental nature seen as being the most appropriate approach. The requirement for further education and training was considered important, however, many examples of current opportunities were provided. This means that, for management, it may not be necessary to develop new educational initiatives. Conversely, providing a centralised resource area, where staff can familiarise themselves with existing opportunities was seen as valuable. Furthermore, development of a buddy system for new staff members, and providing opportunities to sit in on lectures from staff considered exemplars in teaching and learning was considered a valuable use of existing resources.

## **5.5 Recommendations for future improvements**

In order for the successful embedding of POT within the organisation, emphasis on its developmental nature is central to success. Whereas, those who have created the vision may be clear how it should be realised, it is important that all employees can see their role in contributing to the vision (Hallinger 2003). Thus, at the outset having an overall strategy for POT within the organisation as a whole is important. This current project, did not include staff involved in post graduate teaching, this is a gap which will need to be addressed in future developments of POT.

## **5.6 Conclusion**

This project involved the implementation and evaluation of a pilot of POT. The project was facilitated through the use of Kotter's model of change and the CIPP model of evaluation. The feedback from those participants and survey respondents is that POT is a welcome initiative, providing that it follows a developmental approach. These individuals are important for the organisation as they comprise the early adopters of the initiative.

Arising from the writers experience with the project is a model for use of POT. Whereas, the embedding of POT within the organisation has not been fully realised, it is felt that this model is the means by which this can be achieved. The writer will continue to work with the college and the POT committee, thereby ensuring that the learning arising from engagement within this project can be used to contribute to further developments of POT for the organisation.

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# Appendices

## Appendix 1: Permission from the Human Resources Department



## Appendix 2: Research Ethics Committee Permission

11<sup>th</sup> February, 2013

Mrs Anne Weadick,  
Quality Enhancement Office,  
RCSI,  
123 St Stephens Green,  
Dublin 2

Ethics Reference No:	REC793
Project Title:	Peer Observation of Teaching - A Pilot Study
Researchers Name:	Mrs Anne Weadick
Other Individuals Involved:	Dr Zena Moore, Faculty of Nursing & Midwifery, RCSI, Lecturer & Deputy to the Head of the Department

Dear Anne,

Thank you for your Research Ethics Committee (REC) application. We are pleased to advise that ethical approval has been granted by the committee for this study.

This letter provides approval for data collection for the time requested in your application and for an additional 6 months. This is to allow for any unexpected delays in proceeding with data collection. Therefore this research ethics approval will expire on **11<sup>th</sup> December 2013**.

Where data collection is necessary beyond this point, approval for an extension must be sought from the Research Ethics Committee.

This ethical approval is given on the understanding that:

- All personnel listed in the approved application have read, understand and are thoroughly familiar with all aspects of the study.
- Any significant change which occurs in connection with this study and/or which may alter its ethical consideration must be reported immediately to the REC, and an ethical amendment submitted where appropriate.
- Please submit a final report to the REC upon completion of your project.

We wish you all the best with your research.

Yours sincerely,

## Appendix 3: Staff Survey

### Peer Observation of Teaching Survey

Dear colleague,

We are currently undertaking an MSc in Leadership in Health Professional Education, at the RCSI. In part fulfilment of the MSc we are required to undertake a change project. For this project we are interested in carrying out a survey to explore staff perceptions of the potential use of Peer Observation of Teaching (POT) at RCSI. Below is a link to a short survey that should only take about 5 minutes to complete. We are interested in your perceptions of the potential for participating in POT and this information will help us learn more about the different staff perceptions across RCSI, from this we hope to make recommendations for POT at RCSI.

Peer observation of teaching is “A collaborative and reciprocal process whereby one peer observes another’s teaching (actual or virtual) and provides supportive and constructive feedback” (Lubin 2002:5).

Your contribution will remain anonymous and you will not be identified in any way in subsequent research reports.

Thank you,

Anne Weadick, & Zena Moore

#### 1. Would you be prepared to take part in POT?

- |                                     |        |
|-------------------------------------|--------|
| • As a reviewer                     | Yes/No |
| • As a reviewee                     | Yes/No |
| • As both a reviewer and a reviewee | Yes/No |

#### 2. Have you participated in POT?

- |                                     |        |
|-------------------------------------|--------|
| • As a reviewer                     | Yes/No |
| • As a reviewee                     | Yes/No |
| • As both a reviewer and a reviewee | Yes/No |



3. Have you received training in POT?

- |                                     |        |
|-------------------------------------|--------|
| • As a reviewer                     | Yes/No |
| • As a reviewee                     | Yes/No |
| • As both a reviewer and a reviewee | Yes/No |

4. Would you like to see POT introduced into RCSI? Yes/No

5. Who would you like to peer observe your teaching?

- |  |        |
|--|--------|
| • A colleague from within your department  | Yes/No |
| • A colleague from outside your department | Yes/No |
| • Your line manager                        | Yes/No |
| • Your head of department                  | Yes/No |
| • Someone from outside RCSI                | Yes/No |
| • Other (please state)                     |        |

6. What kind of teaching and learning interactions should be observed?

- |                                  |        |
|----------------------------------|--------|
| • Lab sessions                   | Yes/No |
| • Classroom lectures             | Yes/No |
| • Online sessions (eg, Camtasia) | Yes/No |
| • Workshop                       | Yes/No |
| • Seminar                        | Yes/No |
| • Tutorial                       | Yes/No |
| • Other (please specify):        |        |

7. Which aspects of the teaching/learning process should a peer review questionnaire address? Please detail in the box below

- |                                   |        |
|-----------------------------------|--------|
| • Presentation of material        | Yes/No |
| • Content of the material         | Yes/No |
| • Communication skills            | Yes/No |
| • Presentation style              | Yes/No |
| • Engagement with students        | Yes/No |
| • Focus on learning outcomes      | Yes/No |
| • Dealing with students questions | Yes/No |

8. How often should a lecturer's teaching performance and materials be assessed through POT?

- Once a semester Yes/No
- Once each academic year Yes/No
- Other (please state)

9. What should POT be used for?

- Summative (linked to promotion/progression) Yes/No
- Formative (not linked to promotion/progression) Yes/No

10. Please indicate whether you agree/disagree with the statements below:

- POT will enhance my practice Agree/Disagree
- POT will enhance the quality of my teaching Agree/Disagree
- POT encourages open discussion of teaching and learning issues within schools Agree/Disagree

11. Is there anything else you feel you would like to add, regarding POT?

Thank you for your help

## **Appendix 4: Format of POT training session**

- Introduction and welcome
- What is peer observation of teaching
- How will peer observation of teaching be conducted for this project
- Introduction to the peer observation of teaching tool
- How to give feedback
- Confidentiality and data protection
- Questions and discussion
- Close of session

## Appendix 5: Peer Observation of Teaching Tool

### TEACHING OBSERVATION and Self Assessment FORM

Instructor's Name:

### LECTURE

Date:

Observer:

Situation (e.g., noon conference):

	Very Descriptive			Not at all Descriptive	Not Applicable	
<u>Organization and Clarity</u>						
1.	States purpose of the lecture	4	3	2	1	N/A
2.	Specifies instructional objectives	4	3	2	1	N/A
3.	Presents material in an organized manner (that is easy to outline)	4	3	2	1	N/A
4.	Makes clear transitions between different parts of the lecture	4	3	2	1	N/A
5.	Provides occasional summaries of major points	4	3	2	1	N/A
6.	Uses examples and illustrations to explain complex concepts	4	3	2	1	N/A
7.	Explains technical terminology, where appropriate	4	3	2	1	N/A
8.	Uses alternative explanations when necessary	4	3	2	1	N/A
9.	Suggests ways to apply content	4	3	2	1	N/A
10.	Clearly indicates what the important points and main ideas are	4	3	2	1	N/A
11.	Relates new ideas to familiar ones, where appropriate	4	3	2	1	N/A
12.	Does not digress from main topic	4	3	2	1	N/A
13.	Uses strategies to provide closure (e.g., summarizes main points)	4	3	2	1	N/A

<u>Involvement</u>					
14. Establishes rapport with audience	4	3	2	1	N/A
15. Asks questions to involve students, where appropriate	4	3	2	1	N/A
16. Allows enough time for students to think and respond	4	3	2	1	N/A
17. Repeats student questions/answers for entire audience	4	3	2	1	N/A
18. Responds to audience questions/comments respectfully and appropriately	4	3	2	1	N/A
19. Notes and responds to signs of puzzlement, boredom, curiosity	4	3	2	1	N/A

		Very Descriptive		Not at all Descriptive	Not Applicable	
<u>Delivery</u>						
20.	Varies speed and tone of voice	4	3	2	1	N/A
21.	Avoids use of speech fillers ("okay", hmmm, etc.)	4	3	2	1	N/A
22.	Speaks at an appropriate volume	4	3	2	1	N/A
23.	Speaks neither too fast nor too slow	4	3	2	1	N/A
24.	Slows word flow when ideas are complex or difficult	4	3	2	1	N/A
25.	Words are well enunciated	4	3	2	1	N/A
26.	Varies the pace of the lecture to keep students alert	4	3	2	1	N/A
27.	Voice conveys enthusiasm, sincerity, emphasis	4	3	2	1	N/A
28.	Maintains eye contact with audience	4	3	2	1	N/A
29.	Uses hands and arms appropriately	4	3	2	1	N/A
30.	Moves purposefully	4	3	2	1	N/A
31.	Appears natural – neither too stiff or too casual	4	3	2	1	N/A

<u>Audiovisuals</u>					
32. Uses microphone effectively	4	3	2	1	N/A
33. Uses pointer effectively	4	3	2	1	N/A
34. Uses appropriate audiovisuals	4	3	2	1	N/A
35. Use of audiovisuals is coordinated with and enhances content being presented	4	3	2	1	N/A
36. Uses audiovisual aids which are easily seen or heard	4	3	2	1	N/A
37. Operates audiovisual equipment effectively	4	3	2	1	N/A
38. When using audiovisuals, provides sufficient light for note taking	4	3	2	1	N/A

Comments

Office of Consultation and Research in Medical Education

## **Appendix 5: Focus Group Interview Schedule**

- Can you talk about your experiences of peer observation of teaching
- Can you discuss the potential of implementing peer observation of teaching
- Can you discuss the challenges of implementing peer observation of teaching
- Can you talk about your experiences around the format of the peer observation
- Can you discuss giving and receiving feedback

## Appendix 6: Focus Group Consent Form

### RESEARCH PARTICIPANT CONSENT FORM

#### Participant CONSENT FORM

**Title of Study:**

Implementation & evaluation of a quality initiative in higher education – peer observation of teaching

<i>I have read and understood the <b>Information Leaflet</b> about this research project. The information has been fully explained to me and I have been able to ask questions, all of which have been answered to my satisfaction.</i>	<b>Yes</b> <input type="checkbox"/>	<b>No</b> <input type="checkbox"/>
<i>I understand that I don't have to take part in this study and that I can opt out at any time. I understand that I don't have to give a reason for opting out.</i>	<b>Yes</b> <input type="checkbox"/>	<b>No</b> <input type="checkbox"/>
<i>I have been assured that information about me will be kept private and confidential.</i>	<b>Yes</b> <input type="checkbox"/>	<b>No</b> <input type="checkbox"/>
<i>I have been given a copy of the Information Leaflet and this completed consent form for my records.</i>	<b>Yes</b> <input type="checkbox"/>	<b>No</b> <input type="checkbox"/>
<b>Storage and future use of information:</b> <i>I give my permission for information collected about me to be stored or electronically processed for the purpose of scientific research and to be used in <u>related studies or other studies in the future</u> but only if the research is approved by a Research Ethics Committee.</i>	<b>Yes</b> <input type="checkbox"/>	<b>No</b> <input type="checkbox"/>

Participant Name (Block Capitals): \_\_\_\_\_

Participant Signature: \_\_\_\_\_

Date: \_\_\_\_\_

---

To be completed by the Principal Investigator or his nominee.

*I the undersigned, have taken the time to fully explain to the above person the nature and purpose of this study in a manner that they could understand. I have invited them to ask questions on any aspect of the study that concerned them.*

Name (Block Capitals): \_\_\_\_\_

Qualifications: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Appendix 7: Poster**